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ABSTRACT

The goals of this institute were: (1) to develop guidelines and a matrix for short- and long-range planning of vocational education programs in metropolitan areas, and (2) to apply the matrix in planning for a single metropolitan area. In the first phase of the institute, guidelines were developed for planning both direct and ancillary services to populations for whom programs may be funded under the Vocational Education Amendments of 1968. The second phase produced specific plans to implement the guidelines. Based on the results of this institute, it was concluded that there is a need for more clearly defined study, which could serve as the basis for 1-year and 5-year plans for almost any area. (BH)

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FINAL REPORT

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ANNUAL AND LONG RANGE PROGRAM PLANNING IN METROPOLITAN AREAS IN ACCORDANCE WITH THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

VOLUME IV

Part of

SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

Dr. Seelig Lester
Board of Education of the City of New York
Brooklyn, New York 11201

February 1971

Director of Institutes . . . . Dr. C. Thomas Olivo
Co-Director . . . . . Dr. Albert E. Jochen

Sponsored and Coordinated by the Division of Vocational Education
College of Education, Temple University
Philadelphia, Pennsylvania

U. S. Department of
Health, Education and Welfare
Office of Education
National Center for Educational Research and Development

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FINAL REPORT

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VOLUME IV

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110 Livingston Street
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U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
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TABLE OF CONTENTS

	Page
FOREWORD	iv
SUMMARY	1
Problem, Purposes and Objectives.	1
Procedures and Activities	2
Conclusions and Recommendations	3
CHAPTER	
I. INTRODUCTION	5
The Problem.	5
Current Thinking	5
The Hypotheses.	7
Scope of Activities of the Institute	8
Objectives of the Institute	8
Outcomes.	9
General Plan of Operation	9
II. METHODS AND PROCEDURES	10
Nomination and Selection of Participants	10
Planning the Institute	10
Role of the Consultants and Resource Personnel	11
Conducting the Institute	11
Orientation of Participants	12
ABSTRACTS OF PRESENTATIONS	13
1. The Need for Planning Programs of Occupational Education in Metropolitan Areas — Dr. Seelig Lester	15
2. Planning Annual and Long-Range Programs of Vocational Education Using a Planning, Programming and Budgeting System — Dr. Otto Legg	16
3. Planning for Programs of Occupational Education — Mrs. Florence Sutler	17
III. EVALUATION OF THE INSTITUTE	18
Evaluation Procedures	18
Evaluation Form I.	18
Evaluation Form II	19
Post-Institute Evaluation	20
Conclusions.	21
Table I - Six Month Comparison of Respondent's Evaluation	22

		Page
IV	RESULTS, CONCLUSIONS AND RECOMMENDATIONS. . . .	24
	Participant Contributions.	24
	Attainment of Objectives	24
	Conclusions and Recommendations.	25
APPENDIX A	The Design of an Instructional System. . .	27
B	Planning Factors Affecting Annual and Long Range Program Plans.	31
C	Examples of Program Planning for Different Programs and Levels with Cost Benefits . .	37
D	Daily Schedule of Institute - Part I . . .	63
E	Application for Participation in Institutes.	67
F	Institute Invitational Letter, Descriptive Brochure, and Interest Form	73
G	Instructional Letter with Agenda for Part II and Planning Items with Long-Range Plan Outline.	81
H	Soliciting Participant Contributions to Program Planning for Target Populations I-VI . . .	93
I	Presentation: Planning Annual and Long-Range Programs of Vocational Education Using a Planning, Programming and Budgeting System .	137
J	Presentation: PPBS on State, Regional and Local Levels	145
K	Institute Evaluation Form I: Summary. . .	155
L	Institute Evaluation Form II: Summary . .	167
M	Institute Evaluation Form III: Six-Month Review	173
N	List of Participants	179
BIBLIOGRAPHY	. . . . .	185

F O R E W O R D

The position of the United States of America in the community of nations, as well as the position of each person within the communities of our country, depends to a considerable extent on the implementation of today's technologies. What we will be tomorrow is largely dependent on how well we plan for the future.

If we, as vocational educators, are to do our part in bringing about the evolution of our economy, in increasing productivity and decreasing unemployment, and in improving the standard of living for all our people, then we must periodically re-evaluate our goals and objectives for occupational education in order to plan wisely for the future. Furthermore, such planning must be realistic and relevant to the needs and aspirations of the people we serve. This was the motivation that underlay the activities carried forward in Institute II.

I wish to express my thanks to all who shared in the work of the Institute. Without the assistance of my Co-Director, Mr. Allen Fishken, and the cooperation of the participants from the metropolitan areas of eastern United States, and without the advise and counsel of Dr. C. Thomas Olivo and of Dr. Albert Jochen, the Institute could not have been so valuable an experience for us all.

Dr. Seelig Lester

February 1971

SUMMARY

GRANT NUMBER:	OEG-0-9-130326-4135(725)
TITLE:	Annual and Long-Range Planning in Metropolitan Areas in Accordance with the Vocational Education Amendments of 1968
PROJECT DIRECTOR:	Dr. Seelig Lester, Deputy Superintendent of Schools
INSTITUTION:	Board of Education of the City of New York
DIRECTOR OF INSTITUTES:	Dr. C. Thomas Olivo, Professor Division of Vocational Education College of Education
SPONSORING INSTITUTION:	Temple University Philadelphia, Pennsylvania 19122
TRAINING PERIOD:	April 13, 1970 to June 12, 1970

Problem, Purposes and Objectives

Occupational Education must begin in the early school years as an integral part of general education. Just as children learn about social institutions, so must they learn about the institutions which provide them with goods and services and which will be the setting for a large part of their productive lives, as well as the source for their economic self-sufficiency.

Young people must be provided with means for sampling and experimentation in the world of work. They must be provided with the opportunity to develop specific employable skills. Even adults of all ages often need to acquire new skills so that they may have lateral, as well as upward mobility in employment.

This is particularly true for persons who are trapped in syndromes of resentment and despair due to their impoverished circumstances. Persons who suffer from physical, mental or severe emotional disabilities need assistance in coping with their peculiar problems as they search for the self-esteem which comes with living a productive life.

The needs of all these people must match the needs of the institutions which will exchange their productivity for economic security, and in our complex society this cannot be allowed to happen by accident.

Rather, these interacting needs must be met by careful design, and it was the purpose of this institute to develop skill in planning to meet them, particularly as they exist in metropolitan areas.

The institute was organized on the basis of free exchange of ideas and experiences among people from all state and local operational levels in occupational education, from shop teacher to superintendent. The participants were grouped, on the basis of choice and of background, into committees for each of the six populations for whom skill development programs were designed. These were secondary school youths of three types: regular, or normal; environmentally disadvantaged; and mentally, emotionally or physically handicapped. The other three were adults in the same categories.

While no formal rules were followed, three specific objectives were established. They were:

1. Creation of a set of guidelines for short and long-range planning in metropolitan areas generally

2. Development of a matrix for such planning

3. Application of this matrix in planning for a single metropolitan area

The hoped-for outcomes were to develop, in the participants: (1) a sharper focus on the characteristics and needs of the populations to be served, (2) depth of understanding as to how these personal needs and characteristics could be matched to the needs of society and the private business sector, (3) knowledge of the ways in which awareness of these needs could be brought to both groups, (4) greater depth and breadth of understanding on which to base planning programs to meet the needs of both groups, and (5) greater know-how in the use of program planning and budgeting.

Procedures and Activities

The institute was divided into two phases. The first phase was a 3-day "live-in" session in which approximately 100 participants from major metropolitan areas east of the Mississippi River took part. This group accepted the responsibility for the first two objectives.

The second group, consisting of 30 participants from the New York metropolitan area and contiguous communities, also considered the second objective and continued on to the third. This group met for five days over a five-week span.

While formal structure was de-emphasized, the various committees were provided with work-rooms, background materials, and the facilities for producing their contributions to the over-all effort. Speakers on a number of topics were provided, as were resource persons in several of the areas of concern.

Plenary sessions were held in each of the phases of the institute, so that the group at large could have a free exchange of ideas. Further exchanges took place at luncheons and dinners, which were arranged on a group basis.

Conclusions and Recommendations

The participants experienced some difficulty with the unstructured approach, but, after an initial period of questioning, seemed to enjoy the freedom of expression which grew from it. The analysis of the results of pre-and post-testing of attitudes and perceptions was largely favorable to the activities.

The various committees produced significant contributions to planning for programs of occupational skill development, as well as a large number of plans for specific programs that can easily be welded into specific short and long-range plans.

The results of this institute indicate that more work would be desirable along the same lines, perhaps with more definitive directions established as a result of the work done here. The outcomes of such further work could well be a document that would serve as the basis for one year and five year plans for almost any metropolitan area.

INTRODUCTION

The Problem

The under-utilization of human potential leads to many serious problems, both personal and economic, for the individual. It also leads to problems for a society which is rapidly becoming so complex that for each individual to enjoy its benefits he must not only be able, but must also get the opportunity, to make his optimum contribution. This is true in the arts and sciences, in the professions and occupations.

In focusing on occupations one finds that personal productivity is becoming more and more a function of the exercise of complex and often highly technical skills. The number of jobs in unskilled and semi-skilled categories is diminishing steadily.

At the same time, new concepts in education lead to the belief that limiting "ceilings" of achievement are tenuous affairs. I.Q. has been identified as being closely related to environmental factors, and innate limitations on personal functioning are seriously questioned, except where clearly identified physical or mental deficiencies, such as brain damage, exist. For example, retarded readers can learn complex vocabularies in connection with specific skill development. Even the physically, mentally, or severly emotionally handicapped rise far above what was once considered to be absolute limitations when they are given carefully planned and structured training coupled with relevant motivation and encouragement under guidance of skillful educators and counselors.

Programs of education for occupations are designed to enable each individual to maximize his productive potential. But productivity implies the use of the developed potential, and this in turn means that these programs must lead to productive employment. Such productivity is measured not only in the economic sense, but in the sense that individuals see themselves as competent persons on the basis of their contributions to the community in terms of its own values. There must be careful design if this is to come about in a society that is in the midst of a demographic and technological explosion. The need for precision in planning for occupational education if it is to perform its service for the people is imperative.

Current Thinking

Young (17) in relating these concepts to handicapped persons in particular, says "The education process ... may be viewed as the modification of educational practices, instructional programs, and school plants for those persons who possess disabling conditions which prevent them from learning at a normal rate. ... It is incumbent upon any free society, however, to make certain that each person be given the opportunity to earn a living, thus making it possible for him to enjoy "the good life."

But this is only the visible portion of the iceberg. The Vocational Education Amendments of 1968 take into consideration the broad array of activities needed to bring about and maintain progressive programs for meeting the goals implicit in Young's statement. Some of these are (11), (1) research and training programs, (2) experimental, developmental or pilot programs, (3) dissemination of information from research and demonstration programs, (4) evaluation of programs, (5) obtaining information about current and projected manpower needs and job opportunities, (6) evaluation and development activities as part of ancillary services, (7) development, establishment and operation of exemplary and innovative occupational education programs and projects, (8) curriculum development, evaluation and research and demonstration activities in homemaking education, and (9) curriculum development and evaluation in cooperative programs.

Title I, Part B, Sec. 122 (a) (7) of P.L. 90-576 permits "provision of vocational training through arrangements with private vocational training institutions ... ", and Part G permits such training to take place in facilities of the private business sector. Obviously, comprehensive planning must not fail to take advantage of these opportunities.

Planning should, as has been indicated, culminate in the gainful employment of trainees, and this will not happen by chance. One of the most important factors for ensuring such an outcome is the participation of representative Advisory Boards in the planning and conduct of programs. It is estimated that over 100,000 business and industry leaders are voluntarily serving on some 20,000 advisory committees established by secondary and post-secondary schools (5).

These outcomes have their beginnings early in the life of the trainee. Herr (10), speaking of the sociologically based approach to career development, states that "The social structure of which one is a part has a great deal to do with the viability of the (occupational) choices which are made." He further describes "The dilemma of a favored and gifted youngster who has so many choices that are relevant that he finds tremendous conflict operating as he chooses. However, the in dividual of restricted social support blunders in or finds himself in jobs without any purposeful selection on his part, because the only guideline he has is immediate gratification." Clearly, then, adequate planning must take into account the personal and social situation of the individual, and from the age at which he first begins to phantasize about occupations.

Gysbers (9), addressing himself to the matter of the current status of career development programs, reinforces this aspect of planning for occupational education when he says, "The world of work is invisible to many youth of today because of the increasing size of many industrial complexes and because of the increasing specialization found within most business enterprises. Concurrently the longer period of time spent in complusory education has created an additional barrier to their active participation in work. As a result students' concepts of the industrial and occupational world may be diffused and distorted. Suffering in varying degrees from occupational illiteracy, many youth find it difficult to make the transition from school to work." Gysbers further outlines

a detailed plan for career development programs which begins with activities for Kindergarten to Grade 3!

On a more personalized note, Greenfield (8) says of counseling services in connection with occupational education programs, "Possibly the most important need of a disadvantaged youth ... is the need to have one individual who can help him tolerate the impersonality of institutional programs."

Occupational planning, then, must consider the individual from all angles. It must also take into account working with employers and unions (Schrank, Robert and Stein, Susan (16)), the development of vocational teachers (Reddick (15)) and the community at large (Dewes, Dan and Wooten, Lester (7)). Olsen (14) presents two comprehensive "flow charts" on program design and implementation (Appendix A) while Dennard (6) presents an extremely well-thought-out case for planning, organizing and operating programs through a systems approach. Bulletin 6, on program planning and budgeting (13), takes up the same theme, while "Vocational Education and Occupations" (18) is valuable for establishing goals and objectives.

The Vocational Education Amendments of 1968 emphasize the need for planned approaches to the problems by mandating State plans. In fact, funding to the individual states is contingent on the production of such plans, and they must provide many specifics in terms of demographic data and analysis of the kinds of problems, expressed or implied, that have been illustrated in the foregoing material.

It follows that if the States are to be charged with this responsibility, and their plans are to be responsive to the needs of the communities, they must have input from the urban, suburban and rural areas whose needs may vary widely. The ultimate responsibility for planning must therefore devolve upon these communities, if they are to be considered, in realistic terms, in the total state effort. It must be borne in mind, also, that the limited availability of funds under VEA '68 makes it necessary for the communities to plan with great care if they are to get the maximum benefits from them.

The Hypotheses

1. There is a commonality of occupational needs among the populations of metropolitan areas because of the needs for housing, sustenance, maintenance and transportation of the people, as well as the needs of the professions, business and industry which are both the cause and effect of urbanization.

2. The commonality of needs will have resulted in development of programs of occupational education which have similar goals, resulting in similar means of operation.

3. While the structure of the occupational education effort may vary widely from one community to another, the duties, responsibilities and obligations of persons within one structure will be very much those of persons in any other.

4. Almost all metropolitan areas have reached, or will shortly reach, a point where considerations of manpower needs, social group needs, fiscal structure, and utilization of school plant will require careful short and long-range planning if they are to be met.

5. A free exchange of ideas in a free society is a productive venture, and will result in the innovative thinking that is needed for planning programs of occupational education in our rapidly changing technology.

Scope of Activities of the Institute

The participants in Phase I, in the aggregate, were free to explore the entire gamut of activities which are covered by the umbrella of vocational education. The individual committees, however, accepted the stated goal of preparing guidelines for the specific populations in which they either had, or wished to develop, expertise.

These guidlines could range from exploration for career decisions, with accompanying counseling, on through specific programs of skill development in business careers, distributive occupations, trade and industrial pursuits, health careers, homemaking and consumer skill development, agriculture occupations, and technical careers. They could also include adult re-education for lateral and upward mobility in employment and programs for rehabilitation of those who have been incarcerated, for victims of drug abuse, for the indigent and for the disadvantaged.

Phase II was limited more sharply, in one sense, but broad of scope in another. The participants accepted the objective of writing programs to implement the guidelines established in Phase I; however, within that fram of reference, they further accepted the responsibility for identifying problems, using experience gained through their work with children and adults in the three population categories, the results of research in these areas, and their own creativity in the process.

In addition to the time constraints of five working days, the participants were asked to use a format which would help identify the various factors that feed into the program planning and budgeting activities.

A further limiation was the requirement that, for each population group, a set of goals and objectives be written, using precise definitions for each of these terms. Furthermore, for each individual program it was required that objectives be written which quantified the goals and established criteria by which the program might be evaluated.

Objectives of the Institute

1. To create an environment conducive to the sharing of experience, understanding, and creative thinking among practising vocational educators.

2. To concretize the combined thinking of the group into definitive guidelines for short and long-range planning in metropolitan areas.

3. To develop within each of the participants a broader cognitive base for planning programs.

4. To develop a matrix with the degree of universality that would enable it to be used in any metropolitan area.

5. To build into this matrix specific programs for working toward solutions of identified problems.

6. To develop specific program planning and budgeting skills.

Outcomes

The outcomes of Phase I of the institute were, subjectively, feelings of satisfaction on the part of the majority of the participants in terms of knowledge and insights acquired in the planning process, as well as specific information concerning programs for coping with a wide variety of problems.

The objective results were the production of guidelines for planning for the populations for whom programs may be funded under Vocational Education Amendments of 1968. These guidelines took into account not only the direct services to the trainees, but all of the ancillary services. The guidelines provide the direction for career choice activities, staff development, program planning and budgeting, development of training sites, evaluation of programs, and research for the purpose of identifying problems and estimating causality. An outline of items to be considered in all of these activities was presented to the participants (Appendix B).

Phase II of the institute produced specific plans to imprement the guidelines. Samples of these plans are shown in Appendix C; they are too numerous to reproduce in their entirety.

General Plan of Operation

Phase I participants assembled for an informal meeting on April 6, 1970, and then met in a more formal situation at luncheon (see Appendix D). Presentations were made by the Director and by representatives of Federal and State Departments of Education.

Committee assignments were made on the basis of expressions of interest, and participants went to work rooms to begin their deliberations. They convened again for dinner, and met in plenary session afterwards for feed back from the committees.

Committees convened for morning and afternoon meetings on the following two days, and had luncheon and dinner together. A second plenary session was held on April 7, and, after a brief post-prandial discussion, Phase I was adjourned.

The participants in Phase II met for a brief discussion period at the beginning of each of the five days they were in session, then adjourned to the work rooms to consider and prepare programs for the various populations to be served.

II METHODS AND PROCEDURES

Nomination and Selection of Participants

Preliminary discussions were held with the personnel involved with occupational education in state education departments and in 26 major metropolitan areas by representatives of The Vocational Division of The College of Education of Temple University.

The objectives of Institute II, as well as the other of the 10 short-term institutes, were delineated in order that participants who would be in a position to contribute to the input, as well as bring back to their systems insights gained, might be nominated. A brochure prepared by the coordinating staff of Temple University describing the 10 institutes was distributed in conjunction with this activity.

An application form (Appendix E) was filled out by each nominee, and evaluated by the director of the project and by the directors of the individual institutes. Participants were selected on the basis of the evaluation.

In addition, a separate brochure describing Institute II was sent to an additional 32 urban areas (AppendixF). Thus, a number of applications were received from which persons representing a broad spectrum of levels and services in occupational education were selected. The breadth of experience, responsibility and operating levels were critical to the implementation of the concept of Institute II, because it was designed to be an open-ended, relatively unstructured, "think-tank" type of operation. Such an approach, it was hypothesized, would be conducive to the kind of creativity needed in developing forward-looking programs.

Planning the Institute

At the initial meeting of directors of the institutes, the objectives and procedures were discussed in detail, with specific information supplied by the coordinator. Strategies for implementation and planning were determined, as well as techniques for recruitment of participants. The roles of coordinators and directors were indicated, as were the scope and limitations on the activities of the ten institutes.

Certain specifics, such as budgeting and fiscal responsibility, were pointed up, and arrangements were made for sponsoring institutions. In the case of Institute II, it was agreed that Temple University would accept this responsibility.

Subsequent to this meeting, there were many follow-up discussions by a representative of the coordinating office and the director and co-director of Institute II, both in person and via telephone. Another formal meeting was held in Boston, and attended by the directors of the ten institutes. A progress report on activities was presented, and feedback was available from the operation of one of the institutes which had been in operation prior to this meeting.

With respect to Institute II, intensive recruiting activity was carried forward, and a list of possible consultants was contacted. These consultants were advised as to the goals of the institute, the projected plan of operation, and hoped-for outcomes. The United States Office of Education and the New York State Department of Education, as a result of discussions of the Institute, offered to make available personnel with expertise in many phases of the work to be undertaken.

Arrangements for the site of the institute, for transportation and housing of the participants and for the fiscal considerations pertaining to the many facets of the operation were made. Resource materials, which included most of the work produced as a result of the national and regional conferences on the Vocational Education Amendments of 1968 were made available to the participants through the Region II office of U.S.O.E.

Every effort was made to anticipate each detail in order to permit the participants to devote their full energies to the activities of the institute.

Role of the Consultants and Resource Personnel

Two kinds of activities were carried forward by consultants and resource persons. One was a didactic presentation of concepts and techniques involved in planning; the other, a roving, supportive role in which they would sit in with individual committees. It was anticipated that the didactic presentations would raise many questions, and that discussions within the group would be facilitated through the participation of authoritative persons.

In connection with this latter type of activity, it was expected that the resource persons would also serve as liaison between the groups and with the director.

In general, the consultants and resource persons performed their roles well. They were responsible for a considerable amount of input, whether oral or written, in informal or formal. There was some effort, on the part of one of the resource persons, to steer activities of certain committees in directions he thought was more appropriate than the ones they had determined for themselves, but the others were most effective in contributing to the breadth and depth of group discussions.

There were also a number of one-to-one discussions between participants and resource persons.

Conducting the Institute

The mechanics of conducting the institute have been either expressed or implied in the foregoing material. Appendix D presents an outline of the mechanics of operation of Phase I. Beyond this, some of the material that was developed was fed back to the participants while the institute was in progress.

The plenary sessions provided a means of intellectual and professional ventilation for the participants, as did the establishment of rapport between them and the director and co-director. This applied to both Phase I and Phase II.

The novel, unstructured approach resulted in feelings of uncertainty as to direction on the part of several of the participants. Almost all of them appeared to have expected the usual format of presentations by authoritative persons, followed by discussion periods. They were somewhat at a loss as to how to proceed when they were presented with a largely self-directed situation. But, by the end of the first afternoon session, and during the plenary session of the first evening, misgivings were assuaged, and some enthusiasm for the concept began to develop.

All of the committees, being thrown together and having accepted a common goal, developed a spirit of camaraderie which resulted in an exchange of ideas and their evaluation in very meaningful ways. Classical roles played by individuals within each group developed very quickly. Leaders, summarizers, elaborators, coordinators, recorders, opinion givers and evaluator-critics were easily identified.

Having once accepted their responsibilities, the committees seemed to develop a sense of urgency concerning their productivity. This did not seriously inhibit considerable give and take in hammering out issues. Tensions which developed on occasion were quickly dispelled, an activity which was enhanced by repartee at the luncheon and dinner tables.

Orientation of Participants

Orientation of participants began with the sending of a brochure describing the ten institutes (Appendix F) by the coordinating office, and was followed up by letters sent directly to the participants, upon selection. A typical communication of this type appears in Appendix G, consisting of materials sent to participants in Phase II of the institute. In keeping with the innovative and somewhat unorthodox approach used in the conduct of Institute II, a kind of orientation was used after the institute was completed (Appendix H) in which the purposes of the institute were reinforced in order to encourage the participants to make further contributions as they reviewed the results of their work.

Finally, the more formal orientation procedures were completed at an afternoon meeting on the first day of Phase I, and the first morning session of Phase II. During these meetings, the directors and co-director, representatives of federal and state departments of education, and the consultants made presentations concerning planning for programs of occupational education. Several individual and small-group discussions were held in order to clarify many of the points in this complex enterprise.

The ensuing comments are abstracts of the major presentations to the participants of the Institute. Where a prepared text was followed, it is presented in Appendix I.

ABSTRACTS OF PRESENTATIONS

THE NEED FOR PLANNING PROGRAMS OF OCCUPATIONAL EDUCATION IN METROPOLITAN AREAS

Dr. Seelig Lester*

The outstanding characteristic of today's metropolitan areas is change. Not only are the faces of our cities changing, but the demographic composition, the occupations and industry, and even the social philosophies which are part and parcel of them are undergoing rapid transformations.

We can no longer afford to let nature take its course, because we live in a man-made environment, created by our manipulation of the laws of nature. This mandates the need for planning.

Our preoccupation is with providing services to persons who need skills for not only employment, but for personal growth in such employment, as well as for the chance to change careers as they search for fuller and more complete lives.

On the other hand, we have the dozens of considerations involved in the more progmatic aspects of conducting programs, considerations such as creating and staffing facilities, and providing materials ranging from courses of study to composition paper. All of this must be in terms of what we need now, as well as what we will need five years from now. More importantly, we must plan for people -- their needs, their hopes and their perceptions of themselves in our complex society.

This requires the best thinking, the greatest creativity, and the vast fund of knowledge that is the composite of all that each one of us has learned during his career.

That is why we are here, and why this institute has been structured to give you the greatest latitude for imaginative planning.

*Dr. Lester is Deputy Superintendent for Instructional Services for the New York City Board of Education.

PLANNING ANNUAL AND LONG-RANGE PROGRAMS OF VOCATIONAL EDUCATION USING A PLANNING, PROGRAMMING AND BUDGETING SYSTEM

Dr. Otto Legg*

A planning, programming and budgeting system is designed to make educators make decisions on allocations of resources among alternative ways to attain objectives. It focuses on identification of objectives, their implementation, costs, and expected outcomes.

The analysis of program goals should result in identification and documentation of specifics in line with these activities. While many constraints must be considered, there are many tools available from other disciplines, as, mathematics, economics, and computer science.

The essential activities in planning are establishment of the mission, formulation of goals, and formulation of objectives, which are quantified statements of the goals, in which the criteria for evaluation are expressed or implied.

The benefits of measurable objectives are facts, instead of opinions, and the capability for identifying alternatives.

There are four basic questions to be answered when writing objectives and eight basic considerations for ordering of planning elements and their delineation.

*Dr. Legg, United States Office of Education, Bureau of Adult, Vocational and Library Programs, Vocational and Technical Education.

Florence Sutler*

Planning for programs of occupational education must be based on identified needs and available resources.

Identification of needs comprises such factors as the numbers of persons needing service and their distribution, characteristics. Other factors are the problems normally experienced by these groups - the environmentally disadvantaged, the physically, mentally or severely emotionally handicapped, and the regular - both in and out of school. Another area in the needs category is the occupations and jobs available to trainees, since these represent needs of the community.

On the resources side, we have personnel, facilities and supportive services. Planning must start with expected outcomes, which are statements of need satisfaction, and work back through the array of men, money and materials to bring them about.

The matrices resulting from these considerations (see Appendix G for format) will present the facts and figures for realistic planning.

An important part of planning is the development of statements of goals and objectives. Goals are generalized statements on which we may base our expected outcomes. Objectives, on the other hand, must be definitive statements which give clear indication of the quantitative and qualitative factors which will be built into a program. It is these statements that will form the basis for evaluating the effectiveness of the occupational education effort.

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III EVALUATION OF THE INSTITUTE

Evaluation Procedures

Two forms of evaluation were used for this institute. The first was the administration of pre- and post-tests; the second, a more subjective one, an estimate of the productivity of the participants.

One of the pre- and post-tests was designed to measure the participant's attitudes and perceptions relating to vocational education. The "questions" were statements of philosophy, beliefs and attitudes, with responses keyed to a 5-point Likert-type scale of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. (Appendix K)

The second was designed to measure the reactions of the participants to the way in which the institute was conducted and their feelings in regard to the dynamics of participation. These were measured on the same 5-point scale. Another part of the second instrument afforded the opportunity for statements concerning judgments of the effectiveness of the institute and its mechanics of operation (Appendix L).

Evaluation Form I

Evaluation Form I consisted of 68 statements of opinions concerning vocational education. The first 52 were administered to participants in all ten institutes, and the remaining 16 were presented to participants in Institute II only.

Form I was presented at the beginning of the Institute in order to serve as a base for measuring possible attitudinal change over the course of the activity.

The consensus of the participants of the Institute was that:

1. Vocational education is necessary and valuable at the secondary school level.

2. Students should be admitted to such programs on the basis of career choice, and not steered into college-bound or vocational tracks on the basis of ability.

3. Vocational offerings are inadequate, (reason not specified), but the teachers are as well or better prepared for their jobs than academic teachers.

4. Vocational education in secondary schools makes valuable contributions to manpower needs, and is the best preparation for entry into the labor market on graduation from high school; on the other hand, vocational programs should be offered to college-bound students, and should be designed to permit graduates to go on to college if they so desire.

5. Minority group or foreign born parents are interested in their childrens' progress in school and do not look with either favor or disfavor on their being in vocational education programs.

6. The school boards and professional staff in urban systems of education are not particularly knowledgeable about vocational education, nor do they regard it with favor, but metropolitan school boards must accept the responsibility for vocational education of youth and adults.

7. Disproportionate amounts of money are budgeted for academic preparation.

8. Planning for education is necessary and valuable, should be engaged in by appropriate lay as well as professional groups, and should include plans for counseling and for dissemination of information to professional staff.

A sample of Form I, with returns indicated for the various choices in response to each statement, is shown in Appendix K.

Evaluation Form II

The purpose of Form II was to gain some sense of the perceptions of the participants regarding the planning, conduct and value of the institute.

The consensus of their reactions was:

1. There were ample group discussions and exchange of ideas; self-expression was possible for all but one participant.

2. There was good group spirit, interesting and informative discussion, and stimulation of interest in improving vocational education.

3. The information presented was timely and appropriate, and on a suitable level; speakers knew their subject and discussion leaders were well-prepared.

4. The objectives were quite clear, realistic, reasonably specific and accepted by the participants but they were only moderately in line with the professional objectives of the participants.

5. More positive attitudes toward planning were developed by most of the participants, and associations were formed for exchange of ideas with other participants.

6. Although the institute was well organized and conducted, a slower pace and earlier briefing would have helped toward greater productivity.

A sample of Form II, with returns indicated for the various questions and summaries of comments, appears in Appendix L.

Post-Institute Evaluation

Six months after the completion of the institute, the participants received a condensed version of Form II, with four additional questions designed to determine whether or not the institute had had any impact on the thinking and performance of the participants.

The selected questions and tabulation of responses on Form II, presented at the close of the institute, and the 6-month evaluation form, are presented in Table I, on pages 62 and 23.

It is interesting to note that the objectives of the institute were reported as somewhat clearer and more acceptable in the post-test, but not significantly so.

The same number, in the two administrations of the form, felt they gained more at the institute than they would have by "reading a book", and several more came to realize that possible solutions to their problems had been considered, as they looked back over the intervening months.

A considerable number moved to more positive positions in their judgment regarding the stimulation provided by their participation, in retrospect, and the response to the questions of whether or not theory was related to practice in the work of the institute revealed the same trend.

There was less agreement concerning the excellence of the group discussions on the 6-month post-test than was reported on Form II, and more of the participants reported that there was little time for dialogue in their second evaluation of this factor.

An interesting shift away from really feeling "a part of this group" on the 6-month post-test, perhaps due to less vivid memories of the activities, or the absence of other group members at the time of reporting, was experienced.

About the same number felt their time at the institute had been well-spent in each of their responses, although it is not ascertainable, at this time, whether the same participants maintained their relative positions in both cases. On balance, the same considerations applied to the question of whether or not the institute met the expectations of the participants.

There was some movement away from the first position, as compared to the second report, on the value of the resource materials that were provided at the institute, but relatively more respondents to the second instrument disagreed with the statement that too much time was devoted to trivial matters.

The proportion of participants who agreed or disagreed with the statement that this type of institute "will contribute greatly to stimulating interest in improving vocational education..." remained roughly the same after the passage of six months, with a ratio of 26 to 5 in agreement.

A wide variety of responses were submitted in answer to the question of future plans. These included developing local and regional planning, utilizing community participants as well as the professional staff, expanding training and offerings for the disadvantaged and handicapped youths and adults, evaluating current vocational education curricula to improve relevancy, developing proposals for exemplary grants from State Education Departments, and planning for the implementation of a Career Development program. Only one participant indicated that the Institute had no effect upon his planning for the future.

The respondents revealed that in the past six months there has been greater emphasis on their part towards planning. They felt a higher degree of capability to engage in long range planning and that fewer programs will be instituted without careful consideration. An additional result has been the presentation of programs in more measurable and objective terms and for more carefully identified populations.

Question seventeen requested information on modifications in approach. Once again, there were many noted. A number are placing increased stress on evaluation, and are including within this category follow-up studies of students in industry. Research activities in job market areas has expanded tremendously. More emphasis is being placed on training minority and handicapped groups and on the re-vitalization of current course offerings.

The final question to which the participants responded concerned the continuation of contacts and exchange of information. Almost all of the replies (88%) revealed that materials and ideas are being exchanged among the members. One suggested, in addition, that all participants be visited by Institute officials at least once a year to complete and disseminate information on innovative programs.

A copy of the six-month post-evaluation instrument appears in Appendix M. Table I, on page 175 presents a detailed analysis of responses by participants to questions at the close of the institute, and six months afterward.

Conclusions

Generally speaking, participants found the institute useful in stimulating their thinking, and served to bring the focus more sharply on short and long-range planning for programs of occupational education.

The unusual format of the institute, with its loosely designed structure, was a source of mixed reactions. While the objectives were accepted, the absence of very specific tasks seemed a matter of concern. The absence of speakers on sub-topics, followed by discussion panels, left many of the participants at somewhat of a loss. When they grasped the purpose of the design, almost all accepted it, with varying degrees of enthusiasm, as a challenge to their professionalism.

Table I

COMPARISON OF RESPONSES AT THE CLOSE OF THE INSTITUTE, AND SIX MONTHS LATER

	Statement	At Close					Six Months Later				
		SA	A	U	D	SD	SA	A	U	D	SD
1.	The objectives of this Institute were clear to me	4	19	3	9	0	5	19	4	4	0
2.	The objectives of this Institute were not the same as my objectives	1	13	3	16	2	1	9	6	15	1
3.	I could have experienced as much by reading a book	0	1	4	20	10	0	1	4	15	12
4.	Possible solutions to my problems were considered	3	19	6	5	1	4	23	0	5	0
5.	I was stimulated to think about the topics presented	0	22	3	4	0	16	13	1	2	0
6.	We did not relate theory to practice	0	2	3	23	7	1	5	5	20	1
7.	The group discussions were excellent	6	23	1	3	1	8	13	3	7	1

Table I (continued)

COMPARISON OF RESPONSES AT THE CLOSE OF THE INSTITUTE, AND SIX MONTHS LATER

	Statement	At Close					Six Months Later				
		SA	A	U	D	SD	SA	A	U	D	SD
8.	There was very little time for informal dialogue	2	4	1	27	1	2	9	1	19	1
9.	I really felt a part of this group	11	22	1	1	0	9	17	1	5	0
10.	My time was well spent	0	20	2	4	0	9	18	0	5	0
11.	The Institute met my expectations	4	18	5	8	0	2	18	6	4	2
12.	The reference materials that were provided were very helpful	9	18	6	2	0	4	17	7	3	1
13.	Too much time was devoted to trivial matters .	2	5	7	18	3	2	5	4	20	1
14.	Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas	10	17	2	4	1	8	18	1	4	1
	Total Number of Respondents			35					32		

IV RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Participant Contributions

Participant contributions to this institute were of two types. One kind of input was the discussion and exchange of information, ideas and experiences that took place in and out of the group meetings. This could not be measured in concrete terms, but the feed-back from the participants points up its value.

The other contributions, more specific and concrete in nature, are shown in Appendix H for Phase I, and Appendix C for Phase II of the institute.

Resource persons and consultants contributed on a similar basis. They made formal presentations at plenary sessions, abstracts of which appear in the foregoing material. Beyond that, their sharing in the deliberations of the committees in less formal contexts served to help resolve many issues. They made valuable contributions to the productivity of each of the six committees with whom they worked.

Attainment of Objectives

The objectives of the institute were attained with varying degrees of success. Thinking was stimulated, information was gained, and insights into the planning process were acquired. The need for careful planning was reinforced.

On the other hand, the matrix of planning that the designers of the institute though might evolve from the work did not materialize in the form that was hoped for. This might have been accomplished if a specific set of directions were given to the participants; however, it was hypothesized that the inhibiting nature of such specificity would be a limiting factor, and the looser approach was chosen. The participants, in this context, elected to draw up sets of guidelines and design factors, each of the six committees choosing a different format.

The results of the work of each of the six committees during Phase I of the Institute appear in Appendix H.

Phase II was more definitively structured. The participants accepted the objective of preparing specific programs to respond to the needs of the various populations for whom vocational education is designed. A large number of programs were designed, the majority of them geared toward innovation and experimantation. These designs were not specific in terms of the process to be used in attaining the objectives of each program, as this was felt to be the prerogative of the operating agency. Instead, they delineated areas of need, objectives, outcomes in current programs, and as projected for the next one and five years, activities to be pursued, costs, and benefits expected.

The concrete objectives of the institute, on the basis of the results secured from the evaluation forms, and on the basis of the work produced by the participants, were attained to a satisfactory degree.

The other objectives, less accurately measurable because they were concerned with the personal reactions and the perceptions of the participants, were perhaps more satisfactorily achieved. Insights into the planning process and its importance to effective and efficient programs of occupational education were driven home. An exchange of information about on-going programs, and ideas for the future took place. Contacts were made for further exchange of ideas and cooperation in planning.

Finally, some interesting feedback concerning the perceptions of vocational educators regarding school boards, community groups, and population groups as delineated in the Vocational Education Amendments of 1968, were obtained from the Form I evaluative instrument. This was an added, if unanticipated, benefit.

Conclusions and Recommendations

Based on the foregoing, it may be concluded that:

1. Vocational education is a critical factor in the lives of people of all ages, and in the life of the community as a single entity.

2. Vocational educators see their task inhibited by inaccurate perception of the need for occupational training, a perception shared by much of the education sector, as well as by groups.

3. Planning for programs of vocational education must be carried forward on realistic bases, taking into account the pertinent material and attitudinal factors, if such programs are to be successful.

4. Successful vocational education programs must be based on research into and analysis of needs and aspirations of the people as individuals and the community as a whole.

5. There is a need for more research into the planning process and dissemination of information concerning it.

6. Planning must involve all sectors of the community, and must be concretized by the efforts of vocational educators at all levels.

The recommendations that seem appropriate on the basis of experience gained in this institute are:

1. Regional activities for planning purposes should be organized at suitable intervals, perhaps bienially.

2. Participants should be provided with an opportunity to contribute the planning and organization of such exercises in order to create a climate in which a commonality of goals, procedures and hoped-for outcomes is established.

3. A steering committee for laying the groundwork for the activity should prepare specific materials and distribute them to the participants well in advance.

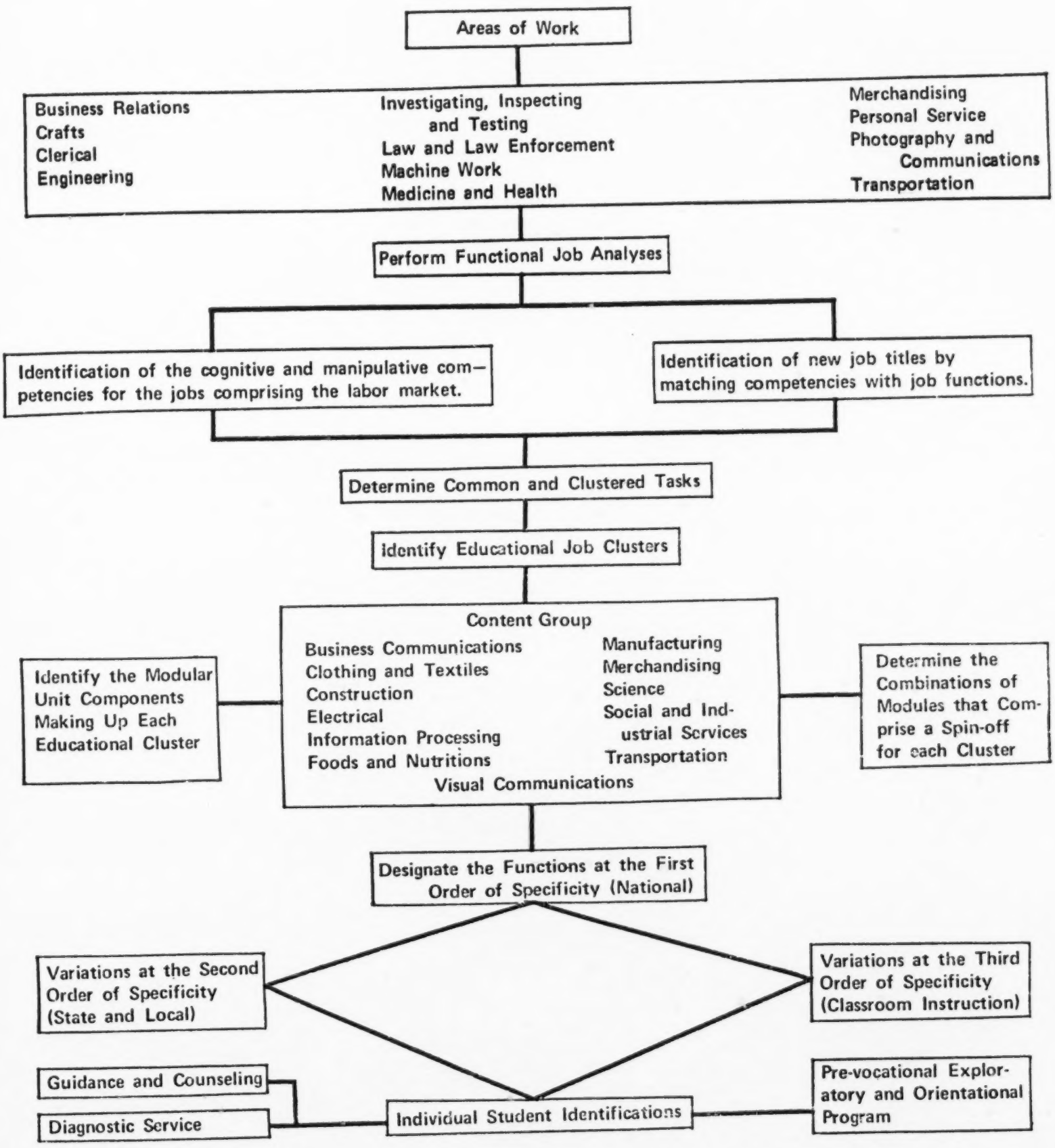
4. Institutes of this nature, inasmuch as they are work sessions, should be scheduled during times when personnel do not have urgent day-to-day responsbilities in their own school systems, and should be compensated for their work by either stipends from the funding agency, or by their own school systems.

5. The format of two phases, one for wide regional effort, and one for more localized effort in terms of a single metropolitan area, seems to be a satisfactory method of attack on the problem of short and long-range planning in metropolitan areas.

APPENDIX A

THE DESIGN OF AN INSTRUCTIONAL SYSTEM TO SERVE ALL STUDENTS

PROGRAM AND STUDENT SELECTION



APPENDIX B

SHORT TERM VOCATIONAL EDUCATION MULTIPLE
INSTITUTES FOR METROPOLITAN AREAS

INSTITUTE II

ANNUAL AND LONG RANGE PROGRAM PLANNING IN METROPOLITAN AREAS
DR. SEELIG LESTER, DIRECTOR

PLANNING FACTORS

I

1. Description of populations

    1.1 Age groupings
    1.2 Achievement levels
    1.3 Socio-economic status

        1.3.1 Family income
        1.3.2 Family constellation
        1.3.3 Cultural-ethnic background

    1.4 Geographic

        1.4.1 Area description
        1.4.2 Population density
        1.4.3 Transportation facilities
        1.4.4 Other descriptive factors

2. Criteria used for population identification

    2.1 Employment status (current and prior)
    2.2 Income level
    2.3 Residential types
    2.4 Educational background
    2.5 Social adjustment
    2.6 Inferred values

3. Classification for educative purposes

    3.1 Home environment
    3.2 Parental concerns
    3.3 Cultural values re: education
    3.4 Specific individual strengths and weaknesses

        3.4.1 Physical
        3.4.2 Mental
        3.4.3 Emotional
        3.4.4 Attitudinal

II

1. Current or ongoing programs

    1.1 Target populations

        1.1.1 Secondary, regular
        1.1.2 Secondary, disadvantaged
        1.1.3 Adult, regular
        1.1.4 Adult, disadvantaged
        1.1.5 Handicapped, school age
        1.1.6 Handicapped, post-school age

2. Occupational clusters

    2.1 Business Occupations

        2.1.1 Course titles
        2.1.2 Course levels
        2.1.3 Numbers on each level
        2.1.4 Objectives for each level

    2.2 Architectural-technical
        (As above)
    2.3 Automotive
        (As above)
    2.4 Transportation occupations
        (As above)
    2.5 Construction occupations
        (As above)
    2.6 Health careers
        (As above)
    2.7 Metal trades
        (As above)
    2.8 Electricity-electronic occupations
        (As above)
    2.9 Specialty trades
        (As above)
    2.10 Personal service occupations
        (As above)
    2.11 Food trades
        (As above)
    2.12 Apparel occupations
        (As above)
    2.13 Consumer-home making occupations
        (As above)

III

1. Population analysis

    1.1 Numbers in each of the population categories

        1.1.1 Projections for coming years

2. Community needs analysis

    2.1 Changes in industry

        2.1.1 Number
        2.1.2 Kind

3. Housing pattern analysis

    3.1 Population shifts
    3.2 Population density

IV

1. Current vocational education theory and practice

    1.1 Projections based on current research
    1.2 Implementation of research dimensions

2. Analysis of current effort

    2.1 Evaluation of objectives
    2.2 Evaluation of criteria
    2.3 Evaluation of results

3. Analysis of population needs

    3.1 Employment - economic
    3.2 Financial
    3.3 Cultural
    3.4 Civic
    3.5 Familial

V

1. Design of programs to meet projected needs

    1.1 Goals
    1.2 Objectives and criteria
    1.3 Content development

2. Personnel needs

    2.1 Teacher recruitment and orientation
    2.2 Auxilliary personnel
    2.3 Adjunct and ancillary services
    2.4 Ongoing and in-service education

35

3. Program site development

    3.1 In-school programs
    3.2 Out-of-school programs
    3.3 Time considerations

4. Supervision and administration of programs

    4.1 Leadership development programs
    4.2 In-service training
    4.3 Organizational structure

        4.3.1 Communications
        4.3.2 Authority
        4.3.4 Responsibilities

5. Fiscal procedures

    5.1 Funding sources
    5.2 Program design
    5.3 Proposal development and presentation
    5.4 Accountability
    5.5 Materials and equipment acquisition techniques

VI

1. Development of matrix

    1.1 Factors to be included
    1.2 Capability for responsiveness

2. Display or format

3. Dissemination of information

APPENDIX C

37

SUMMARY CHART FOR OCCUPATIONAL SKILLS PROGRAMS

LEVEL:

Secondary: ... Regular ... Disadvantaged ... Handicapped

(Adult): ... Regular ...X Disadvantaged ... Handicapped

AREA OF NEED	OBJECTIVES	OUTCOMES			ACTIVITIES	COST	BENEFITS
		Current	1971	1975			
The small business man who has been deprived and disadvantaged for many years and has now received the opportunity of owning his own business has a great need for knowing how to keep his records.	To present the need for keeping records. a) what records must be kept b) how the records are to be kept c) preparation of reports d) interpreting reports e) determining business results	30	100	200	The course will involve both the theory and practice of keeping and interpreting records.	$7000	To assist the disadvantaged small business man to attain a greater measure of success in the conduct of his business.

CORRELATED CURRICULUM PROGRAM

LEVEL: Secondary, Grades 9 - 12

POPULATION SERVED: Disadvantaged, Secondary

AREA OF NEED	OBJECTIVES	OUTCOMES 1970	1971	1975	ACTIVITIES	COST	BENEFITS
Expand Correlated Curriculum to new schools being built as well as to 4 schools per year for the next five years thus totaling 36 schools within the next five years. Extensive teacher training is needed for new teachers coming into the program. Extensive curriculum revision is needed to transform curriculum from an experimental to a more functional program. Special equipment, textbooks and student workbooks are needed to supply schools in the program.	To provide an interdisciplinary, career oriented and guidance supported program for un-motivated, disadvantaged students in academic high schools. To serve the aims and purposes of the comprehensive high schools for career orientation, training in salable, manipulative skills, on-the-job work experience and to provide a general education for the disadvantaged.	1612	2450	6925	Provide supplementary services including supervision of the program, resource service to teachers in the program and assistance in activities such as team planning, job supervision, and teacher training. Develop and revise current curricula which have had a three year field trial on an experimental basis, into a practical curriculum based upon field experience. Provide extensive teacher training and retraining in skill subjects.	$880,000 20,000 40,000	Remotivate underachievers to continue in school with career and job goals. Reinforce education through correlated methodology. Provide students with salable, manipulative skills so that they may enter the mainstream of economic and community life. Provide job experience for students in the program with financial benefits to help students remain in school.

CORRELATED CURRICULUM PROGRAM (continued)

AREA OF NEED	OBJECTIVES	OUTCOMES 1970	1971	1975	ACTIVITIES	COST	BENEFITS
					Implement the program with needed equipment and supplies, especially written textbooks and workbooks for student use not now available. Continue research and evaluation of such necessary data as follow-up of graduates curriculum evaluation and evaluation of the results of the distinctive methods used in the program. Provide on-the-job training and supervision of students in the program with emphasis upon needed curriculum development resulting from student experience. Provide improved skill training through the use of area schools who will serve a group of schools with improved specialized facilities and equipment, and trained teachers in certain career areas.	$110,000	Improve career ladder goals and aspirations. Improve self-image of disadvantaged students. Improve educational process through improved teaching and through re-training and upgrading of career skills of teachers. Through back-up guidance services assist students with personal, school and vocational problems. Provide the job market with employable youth who will satisfy the current and future needs of business and industry.

CORRELATED CURRICULUM PROGRAM

BUSINESS CAREERS

Students in this program prepare for entry jobs found in manufacturing, wholesaling, retailing, storing, transporting, financing and risk-bearing businesses and in Civil Service.

Job titles include:

. accounts payable clerk
. accounts receivable clerk
. biller-typist
. billing clerk
. bookkeeping assistant
. cashier
. cashier-clerk
. clerk
. delivery boy
. display assistant
. duplicating machine operator
. errand boy
. file clerk
. inventory clerk
. invoice clerk
*. keypunch operator
. laboratory messenger
. mail boy messenger
. mail clerk
. manifest clerk
. materials handler
. messenger
. office boy
*. office machine operator
. order picker
. packer
. packer-checker
. packaging clerk
. payroll assistant
. platform checker
. receiving clerk
. retail salesclerk
. route salesman
. routeman helper
. runner
. shipping clerk
. sign printing machine operator
. stockclerk
. stock record clerk
. traffic trainee
. typist
. wrapper

*preparation for these jobs will be during the 12th year.

CORRELATED CURRICULUM PROGRAM

HEALTH CAREERS

The following are job classifications under clusters of jobs for which students in the program are being trained. Student trainees who are seniors in high school are paid the prevailing wage for the job category. Students are employed on an alternate two-week basis with two students filling one job slot thus increasing your pool of prospective full-time employees after graduation from high school.

Job titles include:

Food Services
- Dietary Aide
- Food Service Clerical Aide
- Food Service Worker
- Tray Girl

Laboratory Services
- Animal Caretaker
- Formula Room Aide
- Glass Washer
- Laboratory Caretaker
- Pharmacy Aide

Medical and Hospital Business Practices
- Accounting Aide
- Admitting Office Aide
- Admitting Receptionist
- Central Supply Clerk Aide
- Doctor's Receptionist
- Medical Library Aide
- Medical Record Aide
- Medical Supply Clerk Aide
- Messenger
- Outpatient Office Aide
- Ward Clerk Aide

Personal and Nursing Services
- Ambulance Attendant's Aide
- First Aid Assistant
- Hospital Orderly
- Operating Room Aide
- Nurses Aide

Therapy Services
- Home Rehabilitation Aide
- Inhalation Therapy Aide
- Recreational Therapy Aide
- Occupational Therapy Aide
- Physical Therapy Aide
- X-Ray Technician Aide

CORRELATED CURRICULUM PROGRAM

INDUSTRIAL CAREERS AREA
RELATED OCCUPATIONS

Electro-Mechanical Careers (11th year)
- Assembler (electronic, electrical, mechanical)
- Electrical appliance repairman assistant
- Electrical appliance serviceman
- Electrical appliance set-up man
- Electrical test bench worker
- Inspector (manufacturing)
- Solderer (electronic, electrical, mechanical)
- Spot welder (resistance welding)

Building and Equipment Careers (11th year)
- Awning installer assistant
- Bricklayer, apprentice and helper
- Building maintainer
- Carpenter, apprentice and helper
- Carpenter assistant, display
- Carpenter, maintenance
- Cement mason, maintenance
- Dry-wall applicator and taper
- Floor covering installer assistant
- Glass cutter and installer assistant
- Insulating worker assistant
- Lather, apprentice and helper
- Painter and decorator, apprentice and helper
- Paperhanger, apprentice and helper
- Plasterer, apprentice and helper
- Plumber and pipefitter, apprentice and helper
- Roofer, apprentice
- Tuck pointer

Transportation Careers (11th year)
- Service station attendant
- Brake adjuster
- Automobile mechanic helper
- Automobile service mechanic
- New car get ready man
- Engine repairman, service
- Tire repairman
- Front end man
- Carburetor man
- Tuneup man
- Gasoline station serviceman
- Small engine serviceman

CORRELATED CURRICULUM PROGRAM

INDUSTRIAL CAREERS AREA
RELATED OCCUPATIONS

Twelfth year students are employed in a work-study (alternate week) program. Students are paid the prevailing wage for the job category.

Electro-Mechanical Careers (12th year)

Business machine repairman assistant

Business machine serviceman

Copying machine repairman assistant

Copying machine serviceman

Duplicating machine repairman assistant

Duplicating machine serviceman

Vending machine repairman assistant

Vending machine serviceman

Building and Equipment Careers (12th year)

Floor covering installer assistant (resilient tile)

Maintenance electrician's helper

Major appliance serviceman assistant

Sheet metal mechanic's helper

LEVEL: Secondary, H. S. (Graduates and Drop-Outs)

84,000 Total Population
25% graduates and drop-outs or approximately 20,000.

POPULATION SERVED: Handicapped, Secondary

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
Follow-up of handicapped students into job placements. Job analysis and student evaluation. Intensive guidance services with handicapped students in last year of H. S. Knowledge of current labor market and job placement of handicapped students in all categories. Up-dating of curriculum to meet student needs.	1. To initiate systematic follow-up for a 3 year period. 2. To analyze requirements of entry jobs as to skills, physical, intellectual and description of duties, hours, salaries, benefits and advancement. Collate data and present to staff involved in training. 3. To extend evaluation, counseling and job placement services for handicapped graduates and drop-outs to bridge gap between school and post-school adjustment. 4. To obtain knowledge of current labor market thru follow-up of handicapped students.	5000	10000	20000	1. Questionnaires and interviews with graduates and drop-outs. Obtain lists of students from bureaus within office of Special Education. Purpose - Feedback re job satisfaction and adjustment. 2. Consult DOT and occupational outlook and make visits to on-job sites of employment to analyze requirements and duties of jobs. 3. Team approach - Testing, counseling, work sample - for purpose of student evaluation regarding abilities and interest. 4. Counseling for personal adjustment problems and job-hunting techiques.	$75,000 annually	1. Follow-up information useful in planning appropriate occupational skills development programs. 2. Bridge gap between school and post-school adjustment to community life and employment. 3. Assessment and/or evaluation helpful in matching student to job. 4. Gain information of job openings for handicapped students.

LEVEL: Secondary, H. S. (Graduates and Drop-Outs) (continued)

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
	5. To effect closer contact and communication with agencies - public, private and voluntary who provide services for handicapped.				5. Set up data bank of information obtained. 6. Work with rehabilitation counselors and representatives of public, private agencies providing services.		5. Avoid duplication of services and serve as a clearing house.

FOLLOW-UP SERVICES

This program should provide services for high school students in their terminal year of school and drop-outs as follows:

1. Follow-up of handicapped students into job placement

2. Job analysis, counseling and evaluation

Techniques would include:

Questionnaires and interviews

Team approach

Data bank

Evaluation

LEVEL: Secondary, Grades 7 - 12

POPULATION SERVED: Handicapped, Secondary

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
Programs of occupational exploration for handicapped youth Employment readiness skills beginning programs	1. Provide programs of occupational exploration for handicapped children in secondary schools - Grades 7-12. 2. Provide instruction in shop subjects for development of occupational skills. 3. Provide work experiences for handicapped youth as orientation to world of work. 4. Development of work habits and attitudes to aid in job adjustment.	300	900	2100	1. Programs of shop exploration for handicapped children. Equip shops to accommodate these children with appropriate adaptations in equipment and safety measures. Example - Homemaking labs for blind or visually limited. 2. Shop stations in various areas: electrical, metal, automotive, business, health. 3. Instruction in use of tools and simple equipment on individual basis and small group instruction. 4. Expansion of part-time, summer, work-study and cooperative work plans.	$ 50,000 100,000 200,000	Furnish handicapped students with opportunities to explore interests and develop talents and abilities. Develop saleable skills to increase opportunities for employment. Development of social skills and personality adjustment.

LEVEL: Secondary, Grades 7 - 12 (continued)

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
					5. Semi-skilled occupational training in business education, health careers and practical arts. 6. In-service training of itinerant practical arts teacher to provide occupational training programs. 7. In-service training of shop teachers regarding special needs of handicapped. 8. Basic communication skills - speech, job application and interview practice.		

LEVEL: Secondary, H. S. (Jr. and Sr.)

POPULATION SERVED: Handicapped, (Comprehensive H.S. Jr. and Sr.)

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
Services of job developers for job development. Match employer and handicapped employees. Publicity and liaison with business and industry. Research - job analysis.	1. To provide a fully integrated program of evaluation, counseling, job referral and follow-up. 2. To contact firms re job openings for handicapped. 3. To analyze specific requirements and duties of jobs for handicapped 4. To investigate policies and problems in hiring handicapped, such as medical standards, job re-design, architectural barriers and transportation (mobility). 5. To provide intensive evaluation and guidance services - adjustment training, testing, job hunting techniques and occupation information, orientation to world of work.	2	4	6	1. Contact agencies and persons in public and private employment. (Voc. Rehab. Counselors, personnel directors, labor union officials, civil service, social service, community, N.Y.S. Employment). 2. Evaluation-interest inventories, aptitude tests, work sample counseling, prior to placement. 3. Use Help Wanted Ads in newspapers and contact the firms for placement jobs. 4. Set up a current job file listing with name of company, address, personnel, job descriptions, for ready referral.	$50,000 Annually	1. Successful job placements of handicapped - right person for right job. 2. Job satisfaction of handicapped. 3. Improved communication and coordination between schools and world of work re referrals, training, placement. 4. Bridge gap in school adjustment to world of work.

LEVEL: Secondary, H. S. (Jr. and Sr.) (continued)

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
	6. To provide services to meet student needs through placement in programs in schools and develop saleable skills (Shops, mobility training, etc.). 7. To provide counseling services for those having on or pre-job problems.				5. Publicity-direct mail campaign to inform employer. 6. Contact congressmen and senators for advice on expediting hiring of qualified handicapped. 7. Establish Advisory Councils. (See 15 on recommendations)		

SKILLS CENTER FOR SECONDARY AND OUT-OF-SCHOOL

HANDICAPPED YOUTH

This program will provide the following services:

1. Remediation in academic subjects

2. Training in occupational skills relevant to the current labor market and abilities and aptitudes of handicapped youth

3. Supportive services: medical, psychological, counseling speech, therapy, social services, etc.

LEVEL: Elementary, Grades 5 and 6

POPULATION SERVED: Handicapped, Elementary

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
Introduce exploratory shops to the elementary schools for handicapped students in 5 schools per year (2 classes) for next 5 years or a total of 25 schools within the next 5 years. In-service training of teachers and counselors working with handicapped students. Modifications in curriculum to include teaching of broad based occupational skills at elementary level.	1. To plan, develop curriculum and implement a program of prevocational exploratory shop experiences for handicapped students on the elementary level. 2. Training in broad based skills with special equipment. 3. Through group work experiences, the development of positive social skills and attitudes, development and encouragement of creative, artistic and mechanical talents, providing insight into the world of work.	300	900	2100	Administer programs to provide exploratory shop experiences to give handicapped students opportunity to develop manual and visual skills. In-service training of staff in techniques and methods. Supportive services - guidance, individual and group, testing, referrals to other agencies, medical examinations and case conferences. Group work experiences - work projects to be completed.	$ 50,000 100,000 200,000	Muscular and visual skill training of the handicapped. Development of positive social skills and activities. Give handicapped elementary school students an insight into the adult world of work.

LEVEL: Elementary, Grades 5 and 6 (continued)

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
	4. Provide in-service training of staff regarding methods and materials and techniques for working with handicapped students. 5. Provide supportive services (medical, psychological guidance) to assist handicapped students with adjustment and learning problems.				Development of materials to be used in occupational information - films, film strips, tapes, monographs, posters, closed T.V., multimedia materials and approaches.		

LEVEL: Secondary, Ages 15 - 21

POPULATION SERVED: Physically Handicapped (Institutionalized)

AREA OF NEED	OBJECTIVES	OUTCOMES 1971	1972	1975	ACTIVITIES	COST	BENEFITS
Vocational educational programs for physically handicapped hospitalized youth and homebound youths, age 15-21. Experiment in independent living for physically handicapped.	1. To provide vocational education for physically handicapped - hospitalized and homebound youth. 2. To provide residential settings to develop skills for daily living for this population. 3. To provide guidance services including counseling in areas of educational, vocational, personal, social and adjustment evaluation for these students. 4. To provide courses in occupational skills development according to abilities. 5. To assist in development of jobs which can be done in home setting.	10	15	25	1. Set up small group living quarters. 2. Individual and group counseling, evaluation (medical, educational, vocational). 3. Provide remedial education and training according to needs and abilities. 4. Provide homebound teacher services.	$30,000 40,000 50,000	Enable a group to become independent through development of skills for daily living. Develop potentialities of physically handicapped group - homebound and hospitalized. Provide a sense of belonging and feelings of worth to a group formerly shut off from society.

RESIDENTIAL PROGRAM FOR PHYSICALLY

HANDICAPPED INSTITUTIONALIZED YOUTH

This program would be an experiment in independent living for physically handicapped hospitalized and home-bound youth.

Services would include:

Vocational education

Skills for daily living

Counseling

Occupational skills training

Development of work in home settings

COOPERATIVE EDUCATION

LEVEL: Secondary, Grades 10 - 12

POPULATION SERVED: Disadvantaged, Secondary

AREA OF NEED	OBJECTIVES	OUTCOMES 1970	1971	1975	ACTIVITIES	COST	BENEFITS
Expand Cooperative Education to new schools as they are opened so that there will be a program in almost every high school with the exception of the specialized schools. Extensive teacher training is needed for new teacher coordinators coming into the program Extensive curriculum revision is needed to make school work more functional and relevant to the needs of industry. Special textbooks and workbooks are needed to supply schools in the program.	To provide a career oriented and guidance supported program for unmotivated, disadvantaged students in the academic high schools. To serve the aims and purposes of the comprehensive high schools in salable skills, on-the job work experience and to provide general and business education for the disadvantaged.	7000	10000	15000	Provide supplementary services including supervision of the program on-the-job supervision with the school coordinator, and coordinator training. Revise curricula and develop a more practical curriculum based on field experience. Implement the program by seeking or preparing textbooks and workbooks for students which are not now available.	1 million per year	Remotivate underachievers to continue in school with career and job goals. Reinforce education through relevance to needs of business community. Provide job experience for students in the program with added financial benefits to assist student to remain in school. Improve career goals and aspirations. Improve self-image of disadvantaged students.

COOPERATIVE EDUCATION (continued)

AREA OF NEED	OBJECTIVES	OUTCOMES 1970	1971	1975	ACTIVITIES	COST	BENEFITS
					Continue research and evaluation of such necessary data as follow-up of graduates, curriculum evaluation and evaluation of the results of the distinctive features of the program.		Improve educational process through improved teaching and guidance both on the job and in school. Train teachers to perform routines more efficiently thereby providing more time for personal interviews and meetings with Coop students.

HOME ECONOMICS PROGRAM PLANNING

LEVEL: Adult

AREA OF NEED	OBJECTIVE	OUTCOMES 1970	1971	1972	ACTIVITIES	COST	BENEFITS
Train indigent persons in gainful homemaking skills in order to increase their efficiency in homemaking and in employability	The number of adults served in each borough by consumer and homemaking programs will increase. The number of adults satisfactorily employed in homemaking related jobs will increase. Expansion of ongoing adult "English and Foreign" programs will incorporate consumer and homemaking education offerings.	40	300	400	Diversify and expand ongoing adult consumer and homemaking education offerings in each of five boroughs. Teach consumer and homemaking education skills to adults enrolled in "English and Foreign" classes.	$150,000	Approximately 25% of enrollment will complete designated section of program. Some people will be placed in homemaking related occupations such as motels. Increase in homemaking education services to ghetto area personnel. Yearly increase of one third for each year after 1972. Measurable impact upon homemaking environment of enrollees.
		1973	1974	1975			
		500	700	1000			

HOME ECONOMICS PROGRAM PLANNING

LEVEL: Secondary

AREA OF NEED	OBJECTIVE	OUTCOMES 1970	1971	1972	ACTIVITIES	COST	BENEFITS
Prepare disadvantaged secondary students for entry level employment in home economics related occupations. Prepare teachers of disadvantaged secondary students to teach occupational areas of home economics.	Train home economics teachers and supervisors in current occupational practices and skills in home economics related jobs. Broaden home economics curriculum to include more occupational as well as family centered objectives. The number of students served by home economics occupational education will increase. The number of students employed in current home economics education will increase.	240 115	300 150	360 180	Hold teacher and supervisory institutes and workshops 30 days a year. Introduce additional home economics occupational education service areas in schools currently not being serviced.	$200,000	Thirty teachers will be trained in occupational areas of home economics. One hundred-fifty students who have completed HEOE training will be be placed in jobs. 300 students will be trained in HEOE. Colleges will strengthen occupational aspects of training for home economics teachers.

APPENDIX D

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

INSTITUTE II: Annual and Long Range Program Planning in Metropolitan Areas
Dr. Seelig Lester, Director
April 6, 1970 (1st Day)

	Activity	Place
9:00 am - 12 noon	Register, secure material Convergence and confluence (informal)	Registration Desk in Lobby, then Starlight 3
12 noon - 3:30 pm	Luncheon Meeting Welcome: Dr. Seelig Lester Address: Dr. Otto Legg "Federal Funding of Occupational Education" Address: Mrs. Florence Sutler "Developing a Program Structure for Local Planning" Introduction of Consultants	Starlight 3
4:00 pm - 6:00 pm	Committee Meetings The six committees-at-large, one for each of the populations to be serviced in occupational education programs, will consider ways and means for proceeding with planning tasks. Sub-committees for dealing with types of programs may be named, and recommendations for the plan format may be made. 1. Adult Programs, "Regular" 2. Adult Programs, "Disadvantaged" 3. Secondary School Programs, "Regular" 4. Secondary School Programs, "Disadvantaged" 5. Programs for the Handicapped, School Age 6. Programs for the Handicapped, Adult	Room 273 275 277 279 281 283
6:30 pm - 8:00 pm	Dinner	Starlight 3
8:00 pm	Plenary Session: Feed-back from committees, clarification of procedures, consesus on format, and joint planning for ensuing days.	Starlight 3

64/65

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

INSTITUTE II: Annual and Long Range Program Planning in Metropolitan Areas
Dr. Seelig Lester, Director
April 7, 8, 1970 (2nd and 3rd Days)

	Activity	Place
8:00 am - 9:00 am	Breakfast	Wings A and B
9:00 am - 12 noon	Committee Meetings	
	1. Adult Programs, "Regular"	Room 273
	2. Adult Programs, "Disadvantaged"	275
	3. Secondary School Programs, "Regular"	277
	4. Secondary School Programs, "Disadvantaged"	279
	5. Programs for the Handicapped, School Age	281
	6. Programs for the Handicapped, Adult	283
12 noon - 1:00 pm	Lunch	Wings A and B
1 pm - 5:30 pm	Committee Meetings	Rooms as above
6:30 pm - 8:00 pm	Dinner	Wings A and B
8:15 pm	Plenary Session (April 7 only)	Wings A and B

APPENDIX E

APPLICATION FOR PARTICIPATION IN
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL
PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN
EASTERN METROPOLITAN AREAS

Name (Miss) (Mrs.) (Mr.) (Dr.) _____
(Last) (First) (Middle)

Address _____
Street City State Zip Telephone

Representing _____
Indicate state, city, professional organization or public body

PROFESSIONAL EXPERIENCE

Current position _____
(Title) (years held)

_____
(Employer's name) (Address)

Major responsibilities _____

_____

_____

_____

EDUCATIONAL BACKGROUND

High School graduate: yes _____ no _____

College graduate: yes _____ no _____ degree _____

Master degree: yes _____ no _____

Doctorate: yes _____ no _____ degree _____

I consider myself especially knowledgeable in _____

_____

_____

Please indicate in order of preference three institutes from the ten listed below that you would be able to attend. Insert the institute number in the spaces provided.

Preference 1 _____ (Institute #) Preference 2 _____ (Institute #) Preference 3 _____ (Institute #)

Institute I - Administrative Coordination of Vocational Education in Metropolitan Areas

Institute II - Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Act Amendments of 1968

Institute III - Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas

Institute IV - Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas

Institute V - Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas

Institute VI - Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas

Institute VII - Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas

Institute VIII - Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

Institute IX - Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

Institute X - Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

I desire to participate in the institute selected because: (state succinctly your reasons)

Reason for first choice:

Reason for second choice:

Reason for third choice:

What knowledge or skill do you feel you can contribute as a result of your participation in: (state succinctly your possible contribution)

First choice:

Second choice:

Third choice:

What knowledge or skill would you like to obtain as a result of your participation in: (state succinctly what you desire to obtain)

First choice:

Second choice:

Third choice:

List any important problems which you feel should be presented. Identify the appropriate institute. Do this by placing the institute number before each problem.

IF ACCEPTED AS A PARTICIPANT:

a. Indicate your most likely mode of travel:

_____ air _____ auto _____ other

b. Would you be bringing members of your family with you?

_____ yes _____ no

If yes, please give their name(s) and relationship to you:

c. Indicate the type of housing desired:

I will share a double _____

I prefer a single; I shall pay any extra charges _____

d. I agree that if accepted to participate in this institute I will be in attendance for the entire scheduled period.

Applications must be postmarked no later than _____

Please complete and return to:

_____
Signature

APPENDIX F

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

INSTITUTE II: ANNUAL AND LONG-RANGE PLANNING

RECTOR
DR. C. THOMAS OLIVO
TEMPLE UNIVERSITY
College of Education
Division of
Vocational Education
Philadelphia, Pa. 19122

SOCIATE DIRECTOR
DR. ALBERT E. JOCHEN
Marie H. Katzenbach School for the Deaf
West Trenton, N. J. 08625

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Huntington, West Virginia 25701

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Deputy Superintendent of Schools
Board of Education
110 Livingston Street
Brooklyn, New York 11201

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Consultant
Division of Vocational Education
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Philadelphia, Pa. 19122

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Washington, D. C. 20008

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Bureau of Vocational Services, Conn.
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

DR. BRUCE TUCKMAN, Associate Professor
SCOPE Center
Graduate School of Education
Douglass-Wood Lawn Gatehouse
Rutgers - The State University
New Brunswick, New Jersey 08903

DR. MARVIN HIRSHFELD, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

DR. CHARLES JOCHEM, Superintendent
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

DR. GORDON McMAHON, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13122

DR. CHARLES NICHOLS, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

Dear Colleague:

The enclosed brochure describes what we think may well be an important step forward in vocational education in our public schools.

While we cannot, at this point, make firm commitments as to the personnel who will be involved, we would appreciate having your nominations for two reasons:

1. Your people will bring added dimensions to the planning.

2. The task of dissemination will be facilitated by virtue of personal involvement.

Would you, therefore, suggest the names of people you feel are appropriate, because of their interests and background, for helping with the Institute.

Cordially,

Seelig Lester

SEELIG LESTER
Director

SL:F:sl
Encl.

74/75

A COOPERATIVE PROJECT NO. 9-0535 WITH THE BUREAU OF RESEARCH OF THE U.S.O.E.
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE
FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

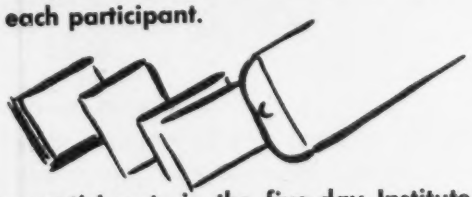
all participants will be provided by the Institute.

The second phase, production of a Five-Year Plan for Vocational-Technical Education for a Metropolitan Area, will consist of full day meetings for each of five days (overnight arrangements will not be necessary) to be held at the same location, on May 18-22, 1970.

Pre-Flight Briefing

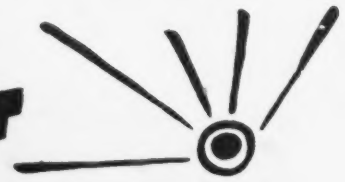
Participants should be recommended by the Superintendents of Schools, using the form provided on the last page. Comments about any phase of the Institute will be welcomed.

Each participant of the 3 day Institute will be reimbursed for coach or equivalent transportation and will be advised concerning reservations which have been made for him. A packet of materials on which planning may be based will be sent to each participant.



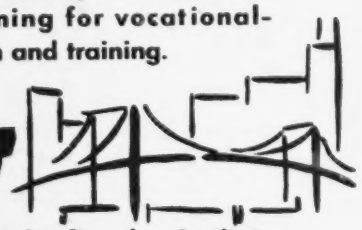
The participants in the five-day Institute will receive materials for their specific concerns, and notice of arrangements which have been made for them.

Point of Departure

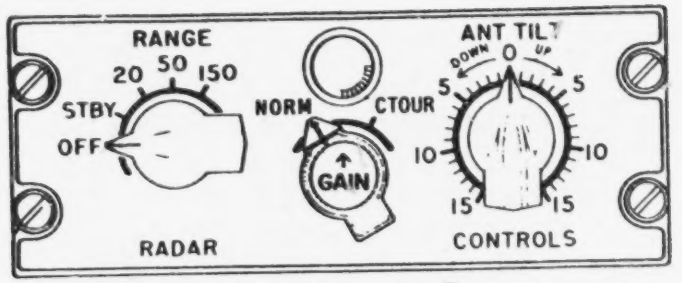


The participants of the three day Institute will include representation from national, state and local levels and particularly from major metropolitan cities east of the Mississippi who relate directly to annual and long range planning for vocational-technical education and training.

Metropolitan

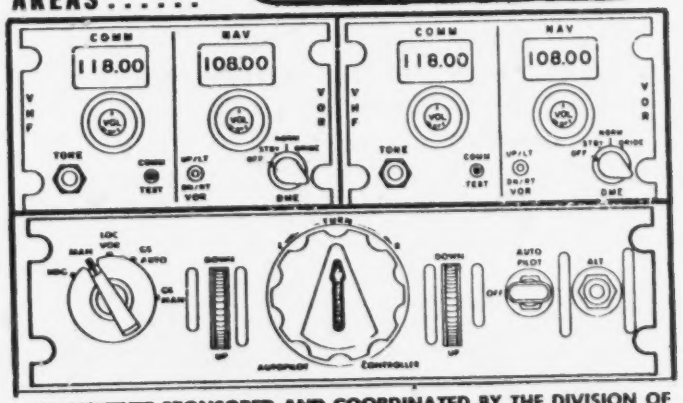


The participants of the five-day Institute will be limited to 30 selected people from New York City and its contiguous metropolitan areas who relate to vocational-technical education and training.



PLOTTING THE COURSE

ANNUAL AND LONG RANGE PLANNING IN METROPOLITAN AREAS.....



AN INSTITUTE SPONSORED AND COORDINATED BY THE DIVISION OF VOCATIONAL EDUCATION, COLLEGE OF EDUCATION, TEMPLE UNIVERSITY, PHILADELPHIA, PENN. 19122, U.S.O.E. GRANT 9-0535.

UNDER THE NEW YORK CITY BOARD OF EDUCATION

DR. SEELIG LESTER, Coordinator

78

The Analog

Education will need to weather the storms ahead and maintain course and altitude as it does so. Particularly so, education for occupations!

The Challenge

What will we be doing, five years from now, to assure improved personal and economic competence for all who require it? What will we be doing next year? What are we doing today that is better than we did yesterday, last year?

The Opportunity

The Vocational Education Amendments of 1968 provide the means to search for answers. This Institute is organized to plan a search pattern.

The Institute

The Annual and Long-Range Planning Institute is one of 10 Institutes sponsored by Temple University, Division of Vocational Education, College of Education, Philadelphia, Pa. The Director is Dr. Seelig Lester, Deputy Superintendent of Schools, Board of Education, City of New York. Allen H. Fishken, Coordinator of Occupational Skills Program, is the Co-Director.

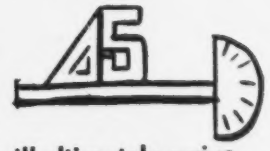
Dr. C. Thomas Olivo, Professor of Industrial Education at Temple University, has initiated and is coordinator of 10 Short-Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas. Dr. Albert E. Jochen, former Assistant Commissioner for Vocational Education in New Jersey, is the Associate Project Director.

The Heading

Going back to our analog, a long-range flight plan requires pre-planning on the basis of weather ahead, as well as provision for monitoring en route. Fuel and pay-load, navigation aids, reporting points, the point of no return, the E.T.A. —all have their counterpart in planning Vocational-Technical Education and Training Programs.

Philosophy and policy — who establishes them, and why? Hardware and software for program implementation, hard and soft facts for program design, statistical arrays for program scope, sequence and size—where and what are they? Evaluation, orientation, and redirection—how and when do they occur?

The Destination



The Planning Institue will ultimately arrive at a Five-Year Plan for a large metropolitan area. For the first phase key people in Vocational-Technical Education from 26 major metropolitan city school systems east of the Mississippi, plus other experts from related fields, will be brought together to establish broad-based policies, structures and strategies for such planning.

Pooling this talent will not only provide the necessary broad base—it will provide a flying start for sharing in all the outcomes of both phases.

The Flight Plan

Seventy people will gather for a three-day "live-in" planning session, which will be held at:

INTERNATIONAL HOTEL
Kennedy International Airport
Jamaica, N. Y. 11430 212-995-9000
on April 6, 7, 8, 1970

Transportation and accommodations for

ANNUAL AND LONG-RANGE PLANNING FOR OCCUPATIONAL SKILL DEVELOPMENT PROGRAMS IN METROPOLITAN AREAS

Dear Dr. Lester: Our nominations for Institute participants are:

Three-Day Meeting

1. .....
2. .....

Board of Education of ..... City

..... Superintendent

..... No. and Street

..... City and State

Five-Day Meeting

1. .....
2. .....
3. .....

Board of Education of ..... City

..... Superintendent

..... No. and Street

..... City and State

Mail to: ALLEN H. FISHKEN, Board of Education, 110 Livingston St., Brooklyn, N. Y. 11201

I am particularly interested in working in the following areas:

Populations

Adult	Choice 1	2	3	Secondary School	Choice 1	2	3
General	—	—	—				
Disadvantaged, or Environmentally Handicapped	—	—	—	Disadvantaged, or Environmentally Handicapped	—	—	—
Physically, Mentally or Emotionally Handicapped	—	—	—	Physically, Mentally or Emotionally Handicapped	—	—	—

Functions or Services Performed

Advisory Boards	—	School-Community Planning	—
Agricultural Occupations	—	Secondary School - Higher Education Liaison	—
Apprentice Training	—	Sheltered Workshops	—
Business Occupations	—	Teacher Education (In-Service)	—
Consumer Education	—	Trade and Industrial Occupations	—
Cooperative Education	—	Trade Extension Courses	—
Correlated Curriculum Programs	—	Vocational Guidance	—
Distributive Occupations	—	Work-Study Programs	—
Exemplary Programs	—	OTHERS:	
Fiscal Procedures	—	_____	—
Health Service Careers	—	_____	—
Home Economics	—	_____	—
Leadership Development		_____	—
Manpower Development and Training	—	_____	—
Plant, Structure and Facilities	—	_____	—
Program Administration	—	_____	—
Research	—		

Name _____ Organization _____

APPENDIX G

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

INSTITUTE II: ANNUAL AND LONG-RANGE PLANNING: Part II

RECTOR
DR. C. THOMAS OLIVO
TEMPLE UNIVERSITY
College of Education
Division of
Vocational Education
Philadelphia, Pa. 19122

SOCIATE DIRECTOR
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Marie H. Katzenbach School for the Deaf
West Trenton, N. J. 08625

STITUTE DIRECTORS
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Deputy Superintendent of Schools
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Washington, D. C. 20008

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Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

DR. BRUCE TUCKMAN, Associate Professor
SCOPE Center
Graduate School of Education
Douglass-Wood Lawn Gatehouse
Rutgers - The State University
New Brunswick, New Jersey 08903

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Department of Vocational Education
Kent State University
Kent, Ohio 44240

Dear Colleague

Thank you for your participation in Part I of the Institute. Many of you have told me that you found it a valuable experience.

We are now ready for the second phase, which is the creation of a plan for a metropolitan area. The experience gained during the previous session has caused us to change our plans. A concentrated 5-day session would take you away from your other responsibilities for too long a time, and prevent you from consulting with other members of your staff. To avoid this, we have arranged the following schedule:

May 18, 19,	1970
May 26	1970
June 2	1970
June 12	1970

Except for the dates, the details will be the same as in the brochure.

A tentative agenda for the meetings is enclosed. It is our hope that a plan, specific in terms of men, money and materials, will result from this series of meetings. Attached to the agenda is a list of items about which you may wish to gather data in preparation for our work.

We will value your participation in this effort. Please let me know if you will be able to attend; an early answer, using the appropriate section of the enclosed form, will be appreciated.

Sincerely yours,

Seelig Lester

SEELIG LESTER, Director

82/83

A COOPERATIVE PROJECT NO. 9-0535 WITH THE BUREAU OF RESEARCH O C V E R U.S.O.E.
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

INSTITUTE II: ANNUAL AND LONG RANGE PROGRAM PLANNING IN METROPOLITAN AREAS

DR. SEELIG LESTER, DIRECTOR

Part II: May 18, 19, 26, June 2, 12, 1970

Agenda

May 18, 1970

Morning session: Review and analyze existing plans and prepare suggestions for revision and redirection.

Afternoon session: Rough out lists of programs and statements of objectives: begin to estimate numbers of persons to be served and the logistics of bringing services to them.

May 19

Morning session: Begin to develop planning charts for specific programs.

Afternoon session: Continue with development of plans for specific programs.

May 26

Morning session: Plan for exemplary and experimental programs.

Afternoon session: Work up program design and budgeting.

June 2

All day: Continue to fill in specifics and flesh out plans to insure viable programs.

June 12

All day: Interaction among participants in order to review plans and disseminate information.

84/85

INSTITUTE II: ANNUAL AND LONG RANGE PROGRAM PLANNING IN METROPOLITAN AREAS

DR. SEELIG LESTER, DIRECTOR

Part II: May 18, 19, 26, June 2, 12, 1970

Planning Items

1. A list of the occupational clusters in which you offer programs, and titles of specific course offerings.

2. Number of students enrolled in each course, at each grade level, during the past several years.

3. Description of the sites in which the courses are offered, as name(s) of facility(ies), location, accessibility, numbers of students they can accommodate, etc.

4. Descriptions of populations serviced.

5. Numbers of graduates during past several years, employment records, and evaluative data.

6. Estimates of job availability for persons completing the programs.

7. Number of teachers currently in programs, and projected needs for expansion, replacement, and new courses to be established.

8. Description of administrative and supervisory staffing and projected needs.

9. Outlines of exemplary, experimental programs.

10. Descriptions of the kind and amount of ancillary services presently available, such as vocational guidance, job development and placement, research, etc., and estimates of future needs.

INSTITUTE II -- ANNUAL AND LONG-RANGE
PLANNING FOR VOCATIONAL EDUCATION
DR. SEELIG LESTER, DIRECTOR

Planning Chart for Occupational Skills Programs

Target Population:

Adult, Regular
Adult, Disadvantaged
Adult, Handicapped
Secondary, Regular
Secondary, Disadvantaged
Secondary, Handicapped

Occupational Cluster: _____ Course Title: _____

Job Titles: _____ Bureau (Activity) _____

Sites - Present: _____

Projected: _____
(continue on back of form if necessary)

Present and Projected Status

Number Students:	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
9th year							
10th year							
11th year							
12th year							
Other:							
Number graduates							
Number placed							
Jobs available							
Number classes:							
9th year							
10th year							
11th year							
12th year							
Other:							
Number teachers							
Number supervisors							

SHORT TERM VOCATIONAL EDUCATION INSTITUTES
FOR METROPOLITAN AREAS

INSTITUTE II

ANNUAL AND LONG-RANGE PROGRAM PLANNING
IN METROPOLITAN AREAS

SUGGESTED OUTLINE FOR A FIVE-YEAR PLAN FOR VOCATIONAL EDUCATION
PROGRAMS IN URBAN AREA SCHOOLS

Each major city school system has developed a structure for its vocational education skill development effort. In addition, the Vocational Education Amendments of 1968 establish parameters for activities that may be funded as well as relatively precise definitions of populations to be serviced. A great deal of cross-referencing is necessary in order to match activities to populations. (This is the basic reason for the apparent complexity of the legislation.)

The same considerations apply when comprehensive planning is undertaken, and it may be that taxonomical principles may be useful in resolving some of the mechanical problems generated in such planning.

The outline suggested below is based on the application of such principles. It is not mandated as the basis of the work of the Institute; rather, it is a suggested point of departure for establishing a suitable structure. The outline will be based on the items as listed below:

List A: Population Categories

1. Secondary School-Environmentally Disadvantaged
2. Secondary School-Regular
3. Adult-Environmentally Disadvantaged
4. Adult-Regular
5. Physically, Mentally, Severely Emotionally Handicapped-Secondary School Age
6. Physically, Mentally, Severely Emotionally-Handicapped-Adult

List B: Program Content Categories

1. Adult Education
2. Advisory Boards
3. Agriculture Occupations
4. Business Careers
5. Cooperative Education
6. Distributive Occupations
7. Guidance and Counseling Services
8. Home Economics
9. Industrial Arts

10. Innovative Programs (Experimental and Exemplary)
11. Manpower Development and Training
12. Research and Evaluation
13. Special Education (Education for Handicapped and Disabled)
14. Subject Matter Correlation
15. Teacher Education and Orientation
16. Trade Extension and Apprenticeship Training

List A assigns numbers to the populations for whom services are provided. List B assigns numbers to the kinds of services provided for them; it will be noted that the decimal point precedes these numbers. A system is provided for keying activities to populations, for example:

1.3 Agriculture occupations for environmentally disadvantaged secondary school students

6.10 Experimental programs for physically, mentally, or severely emotionally handicapped adults

Using this system, part of a page from a long-range plan for occupational skill development programs might be:

Section 2: Programs for Regular Secondary School Students

2.2 Advisory Board Participation

2.2.1 Programs involving exchange of school and industry personnel

2.2.1.1 Orientation courses for industry persons

2.2.1.2 Internship program for teachers to update skills

--etc.--

Obviously, a "2.1" category could not exist.

An index can be used to cross-reference populations and activities, and an appendix devoted to each Bureau or Department will describe the programs for which that part of the organization is responsible. These appendices would vary from city to city, by virtue of the differences in organizational structure.

SUMMARY CHART FOR VOCATIONAL EDUCATION PROGRAMS

LEVEL:

Secondary: . . . Regular . . . Disadvantaged . . . Handicapped

Adult: . . . Regular . . . Disadvantaged . . . Handicapped

AREA OF NEED	OBJECTIVES	OUTCOMES			ACTIVITIES	COST	BENEFITS
		1970	1971	1975			

LEVEL: Post Secondary

POPULATION SERVED: General

AREA OF NEED	OBJECTIVES	OUTCOMES 1970	1971	1975	ACTIVITIES	COST	BENEFITS
Diversify and expand program offerings to serve increasing numbers who need and desire occupational education at the Post Secondary level.	The percent of two-year colleges offering occupational education in five broad program areas will increase.	50%	60%	90%	Develop and expand new and existing occupational education curriculums at public two-year colleges with emphasis on meeting statewide employment shortages.		The varying needs and interests of greater numbers of students will be served, and society's need for skilled manpower will be more fully met.
	The number of full-time and part-time degree students in occupational education will increase.						
	Full-time	56,000	60,480	85,700			
	Part-time	72,500	79,100	110,800			

APPENDIX H

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SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

INSTITUTE II: ANNUAL AND LONG-RANGE PLANNING

June 11, 1970

Dear Colleague:

Enclosed are materials growing out of the work of the first phase of Institute II: Annual and Long-Range Planning for Vocational Education in Metropolitan Areas. I should like at this time to reiterate some of the points discussed in the opening session of the Institute. It was our purpose to accomplish two objectives in the course of this Institute, the first being creation of an outline or matrix for planning vocational education programs for metropolitan areas, and the second to experiment with another approach for conducting Institutes.

Most Institutes take the form of carefully structured sessions during which acknowledged authorities in appropriate fields make presentations which are then followed by deliberations and discussions in small groups, and finally, large-group discussion for dissemination and feed-back. This form has many advantages. It brings to the members of the Institute the best thinking and the most advanced information in their field of interest, and encourages interaction among the participants. The period of feedback to the authoritative figure and interaction among the members of the larger group generally serves to develop material which may be reported as the proceedings of the Institute.

It was our wish to deviate from this format, and create a kind of "think - tank" situation in which the participants would have maximum opportunity to work creatively, using the full scope of their imagination and innovative abilities. It was our feeling that planning vocational education programs is really a grass roots enterprise, and that perhaps the best programs might be generated by asking students and trainees what it was that they wanted, as the basis for the planning structure. Of course it is patently impossible to bring significant numbers of students together at such an exercise, and so we did the next best thing. We arranged for the participants in the Institute to represent the complete cross-section of the structure of the occupational education effort, from superintendent to teacher.

A COOPERATIVE PROJECT NO. 9-0535 WITH THE BUREAU OF RESEARCH D C V E R U.S.O.E.
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE
FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

As educators, we realize that creativity is not an item which can be produced on demand. We do feel that the Institute did generate the kind of thinking, in both breadth and depth, and generated the kind of imput that will be the basis for creativity in program planning and design.

It is our hope that this has indeed been the case, and that each of you will wish to add to or revise not only the content of the material relating to the population which your committee dealt with but other populations as well. It will be very helpful to us if you will give us the benefit of your thinking and return the material at the earliest possible date so that we can prepare a final document.

One way of making further contributions would be to key your additions or revisions to the enclosed copy by referring them to the population section designation, page and item number.

In this connection, we should like to point out that each section varies in format. Your comments as to which is the most appropriate, in your judgment, will be welcome.

We know that each one of us wants this document to be a meaningful and highly professional contribution to the body of knowledge concerning Vocational Education. Your contribution will help make it so.

Sincerely yours,

Seelig Lester

SEELIG LESTER
Director

SL:F:a
enc.

Short-Term
Vocational Education Multiple Institutes
For Metropolitan Areas

Institute Two
Annual and Long Range Program Planning in Metropolitan Areas

TARGET POPULATION I

Secondary, Regular

Participants

Gary Thomas
U. S. Office of Education, Washington, D. C.

John Zott
Sewanhaka High School, Floral Park, New York

Habib C. Deratany
Department of Vocational Education and Industrial Arts, Boston, Massachusetts

Leonel J. Neron
New Bedford Vocational High School, New Bedford, Massachusetts

George O'Connor
Essex County Vocational Schools, East Orange, New Jersey

Mrs. Shirley B. Wilson
Norfolk Technical Vocational Center, Norfolk, Virginia

Frank Miccio
Ralph R. McKee Vocational and Technical High School, Staten Island, New York

Sidney Platt
Eli Whitney Vocational High School, Brooklyn, New York

Arthur Side
B.O.C.E.S. Nassau County V.E.E.B., Westbury, New York

Carl Anderwald
The State Education Department, Albany, New York

Target Population I SECONDARY, REGULAR

I. Objectives of planning

A. To determine the needs of the community for vocational program(s)

B. To analyze needs

C. To develop community awareness of the need for the program(s)

D. To survey resources

1. Local, state, federal
2. Industry, other

II. Implementation of objectives

A. Involvement of all concerned groups and individuals in planning procedures

B. Establishment of ad hoc planning committees to develop

1. A description and delineation of the metropolitan area to be served
2. The identification of population characteristics of the area to be served
3. A study of the occupational matrix of the community
4. The trends and needs in job opportunities
5. Programs required to meet emerging needs
6. A study of existing programs
7. A set of priorities and goals

III. Goals and priorities

N.B.--In setting up any program or programs of vocational education, it must be kept in mind that planning must be continuing and flexible so as to reflect the changes in needs, goals and purposes. Planning must be for short-range (one-year), intermediate (two-to-five-year) and long-range application.

A. Course description

1. Title and scope
2. Prerequisites
3. Length
4. Levels
5. Continued educational activities
6. Job placement

B. Plant and structure

1. Location

a. Neighborhood

b. Accessibility
c. Expansion possibilities

2. Size and type

a. Existing room
b. Storefront
c. Part of existing school
d. Private facilities
e. Suitability

3. Rental, private or public owned

4. Existing or new structure

5. Adherence to building code

6. Shared-service provisions

C. Furnishings (buy, rent, gift, surplus)

1. Tools and equipment

a. Conformity to local industrial standards
b. Plan for obsolescence
c. Safety program

2. Teaching aids

3. Furniture for students and teachers

4. Consumable industrial supplies

D. Course content

1. Job titles (D.O.T.)

2. Levels of achievement and purpose

3. Sequential course modules

4. Industrial cooperation and feedback

5. Articulation with lower and higher schools

6. Criteria for evaluation

7. Provision for constant revision

8. Stipulation that all youth in secondary school is to be required to have a minimum of one year of occupational education

E. Staff

1. Teachers in the program

a. Qualifications and certification
b. In-service training
c. Retraining to meet changing needs
d. Industry refresher visits; exchanges with industry

2. Teachers of feeding schools

a. Teacher-training to include orientation-to-world-of-work courses and experiences
b. In-service training in courses and experiences in the world of work

3. Guidance services

a. To exist at all levels, K-12
b. Counselor-in-training: must have work experience
c. Counselor-in-service: must have training in vocational guidance content and techniques
d. Refresher courses in contemporary occupational education to be required periodically
e. Vocational guidance service for all students
f. Vocational guidance counselors in all vocational facilities

F. Articulation between school levels (students)

1. Vertical

a. From feeding schools
b. To institutions of further education

2. Horizontal--from and to:

a. Cooperative education
b. Private trade
c. Work-study
d. Correspondence school
e. Academic courses
f. Parochial institutions

3. Curriculum: a continuum

G. Costs

1. Administrative, supervisory, clerical

2. Instructional

a. Staff
b. Equipment
c. Supplies
d. Building maintenance
e. Transportation

3. Miscellaneous

a. Public Information
b. Planning
c. Evaluation

4. Capital Costs

IV. Evaluation

Short-Term
Vocational Education Multiple Institutes
For Metropolitan Areas

Institute Two
Annual and Long Range Program Planning in Metropolitan Areas

TARGET POPULATION II

Secondary, Disadvantaged

Participants

Manuel Vargas-Cardona
San Juan Educational Region, Department of Education, Hato Rey, Puerto Rico

Joseph Schmidle
Buffalo Board of Education, Buffalo, New York

James D. Marsh
Memphis Board of Education, Memphis, Tennessee

Erwin E. Rump
Metropolitan School District of Washington Township, Indianapolis, Indiana

Jerry Shuck
Louisville Public Schools, Louisville, Kentucky

Mendel Bergman
Board of Education, Brooklyn, New York

Mrs. Clara Blackman
Board of Education, Brooklyn, New York

Reuben Fuchs
Clara Barton Vocational High School, Brooklyn, New York

Mrs. Renee Sherline
Board of Education, Brooklyn, New York

George Campbell
Department of Vocational Education, Washington, D. C.

Target Population II SECONDARY, DISADVANTAGED

Mission

To offer the opportunity for all disadvantaged secondary-school students to develop a salable skill

Goals

1. To develop a program for early identification of the disadvantaged student as well as of the potential dropout
2. To increase motivation through job opportunities and work experience
3. To conduct a survey of industry, public agencies and all community resources for a determination of manpower needs
4. To achieve total involvement of the community--parents, studdents, teachers, guidance counselors, administrators, unions, business leaders and others--in vocational education
5. To make school more interesting and relevant by administrative restructuring and curricular revision in line with student preferences
6. To provide an educational program which will allow every student to achieve his maximum potential relevant to the times and the immediate situation and in keeping with his occupational or vocational objectives
7. To effect maximum utilization of community facilities
8. To provide services to assist the student in achieving the personal and social adjustment which are vital to success
9. To develop approaches which will improve staff awareness of the characteristics and problems of the disadvantaged with emphasis on meeting the needs of these students
10. To prepare multi-media approaches to improve the image of vocational education in the eyes of leaders of industry, the general public, parents, teachers and students
11. To devise flexible programs that are open-entry and open-ended, with course completion based on satisfactory performance
12. To develop significant guidance and counseling from early identification through training to employment

13. To develop adequate follow-up and evaluative procedures, for all students leaving the school setting, which will demonstrate degrees of program success

14. To plan for multi-faceted staff training in order to develop an awareness of occupations and their contributions to all youth

Statement of Objectives

1. For the implementation of the mission and goals, when working toward the development of programs for the disadvantaged, it is strongly suggested that specific experimental and operational research be accomplished to determine the degree to which the aforestated mission and goals are being achieved.

   a. Research should include an analysis of the total educational program.
   b. The analysis should include:

      (1) Identification of the problem
      (2) Identification of the problem population
      (3) Methods used and degree of success achieved in previous teaching and administration
      (4) Depth of curriculum development
      (5) Significance of counseling and supportive services
      (6) Depth of interplay between the employer and the educational committee
      (7) Current opportunities in vocational education
      (8) Current opportunities in general education
      (9) Indexing of equipment and facilities
      (10) Significance of teacher preparation
      (11) Cost versus employment versus unemployment

2. The identification of alternatives if goals are not being met.

The following objectives are suggested as ways to implement goals:

Goal No. 1

Measurement and identification
Truancy
Attitudes
Mobility
Reading ability
Computation ability
Social adjustment

Goal No. 2

Motivation
Financial assistance
Attitudes toward work
Improvement of vocational skills
Cooperation
Personal awareness of opportunities

Goal No. 3

Survey
Utilization of existing and requested data available through State Employment Service, Chamber of Commerce, industry (advisory commit-

tees) and labor organizations
Conversion of data into graphs, charts and other forms useful to lay persons
Involvement of industry in the updating of existing courses and the development of new courses

Goal No. 4

Total involvement
Public relations committee in each school
Scheduling of B.I.E. days
Establishment and utilization of advisory committees
Inclusion of parents in curriculum committees
Inclusion of students in curriculum committees
Inclustion of labor leaders in curriculum committees
In-service programs for teachers, counselors, administrators, and labor-and business leaders

Goal No. 5

Evaluation of relevance

Student preference of elective courses
Retention in courses
Success in courses
Performance in related curricular areas
Motivation toward higher training (e.g., post-secondary school)

Analyses of variables contributing to student preference

Peer influence
Prestige or status
Teacher of subject and techniques used

Opportunities for application of skills

(job-market facts)

Correlation of academic and shop subjects
Equipment in shop
Acceptance of skills by the community
Preparation of the student for the course of study (guidance factors)

Goal No. 6

Evaluation of maximum potential

Attendance
Achievement
Attitudes
Self-image
Aspirations
Interests
Physical condition of students
Home conditions

Procedure

Occupational information in elementary schools
Vocational education for all children in elementary schools
Ongoing developmental counseling
Ongoing exposure to a variety of occupations at elementary and junior high school levels
Role identification with skilled workers
Use of multi-media to alter the image of vocational education
Correlation of curriculum areas with vocational skills
Tryout skill centers for identification of interests, etc.
Provision for success experiences at each level
Spiral curriculum
Use of vocational education to make general education concrete and understandable
Liaison of school and community resources (utilization of vocational high school facilities) with those in the private sector
Staff development
Ongoing career exploration

Goal No. 7

Survey of use

After-school, Saturdays and summer
Use by target population

Procedures

Use after-school hours

Model manpower programs for in-school youth
Try-out centers
Intervisitation with industry
Special time blocks for young people who are working or who have special needs (e.g., child care for young mothers)

Goal No. 8

Evaluation

(Same)

Procedure

Ongoing developmental counseling and clinical and community supportive services
Curricular adaptation to meet the needs of students
Opportunities for success experience
Educational development of staff to help teachers identify and meet the needs of students
Relating curricular areas to the lives of the children
Developing positive attitudes toward all types of work
Using practical arts and vocational education to make general education relevant

Goal No. 9

Presentation of video-tape programs
Presentation of audio programs or radio
Presentation of spot announcements on radio and TV
Preparation of advertisements for use in local newspapers, magazines and other publications
Development of phamphlets, brochures and flyers
Use of billboards, bulletin boards and public transportation facilities
Addressing of groups of parents, community organizations, business representatives and other appropriate persons
Use of role playing and dramatizations
Assembly programs and field trips from feeder-school populations
Maximization of student and teacher participation in all multi-media approaches

Goal No. 10

Development in all vocational areas of a flexible curriculum divided into specific modules which will allow open entry on an individual basis
Basing successful completion of all instructional modules on satisfactory performance, allowing students to progress at their own rate
Through flexible scheduling and modular instructional patterns, provision for self-paced learning so that a disadvantaged student may spend as much or as little time as is necessary to develop a salable skill and to achieve a feeling of success. This type of program need not be accomplished in the conventional school setting.

Goal No. 11

Provision for occupational orientation as early as the elementary school level through the involvement of community resources and utilization of the services of persons as closely related as possible to the experiences and aspiration levels of the students
Provision for continuous occupational orientation and exposure to the world of work, from point of inception through training to employment
Recognition of the fact that social adjustment is of prime importance in serving the disadvantaged; therefore, establishment of this facet of guidance as an integral and parallel part of this function
Provision of opportunities for exploration and subsequent training in occupational areas

Goal No. 12

Provision for a mechanism for feedback from all students leaving the school setting either as dropouts or as graduates
Where they are
Placement in the job for which they were trained
Placement in a related job
Estimation of success, with suggestions for improved assistance from the schools

Provision for a mechanism for feedback from employers
Evaluation of the student's preparation
Suggestions for improvement or change of preparation
Provision for a mechanism for periodic follow-up
Provision for a mechanism for feedback of data compiled to all members of the staff
Provision for periodic revision of the school program in the light of findings

Goal No. 13

Unified staff training to improve communication between teachers of all students, academic and vocational
Ongoing contact with representatives of industry, with visits from industry to school and from school to industry
Visits of alumni to share experiences and bring teachers up to date

* * *

3. Follow suggested guidelines and develop programs or proposals which will implement the alternatives

4. Budget monies for the proposals

Procedures for Achievement of Goals

Ongoing developmental counseling from elementary school
Try-out skill center
Updating of equipment
Staff development
    Updating techniques
    Correlating vocational and academic subjects
Exposure of students to successful graduates
Ongoing contact with industry
    Visitation
    Seminars in the school
    After-school jobs
Ongoing communication with parents
    Exposure to career opportunities related to specified skills
    Opportunities for continued education
        Conferences
        Multi-media
        Visitation of industry
Student feedback
BOCES type operation
On-the-job training to utilize industrial facilities
Consultants from industry
Understanding of the career opportunities available, with learned and related skills
Development of attitude to work
Adaptability of skills to new situations
Provision for success experience
Manpower models for in-school youth

Implementation of Goals

1. To develop a program for early identification of the disadvantaged as well as the potential dropout, identify the student population as to

    1.1 Poverty level
    1.2 Family organization
    1.3 Reading disadvantages
    1.4 Arithmetic disadvantages
    1.5 Measures of transiency and mobility of the family

2. To increase motivation through work experience and job opportunities

    2.1 Survey student need for financial assistance
    2.2 Produce acceptable attitudes toward work
    2.3 Produce acceptable patterns of punctuality and regularity of attendance
    2.4 Produce acceptable responsibility toward employer, union and fellow workers and an acceptable attitude of cooperation with fellow workers
    2.5 Enhance and improve vocational skills through application on the job

2.6 Utilize experience on the job as a vehicle for vocational guidance
2.7 Make possible adjustment from school to workaday world

3. To conduct a survey of industry, public agencies and all community resources to determine manpower needs

3.1 Solicit data from public labor agencies as to manpower needs: immediate, five-year, ten-year
3.2 Convert data for lay consumption
3.3 Solicit from industry suggestions for up-dating and initiation of new courses.
3.4 Solicit contributions from industry for modern equipment

4. To achieve total involvement of the community: parents, students, teachers, guidance counselors, administrators, unions, business leaders and others in vocational education

4.1 Organize a coordinating council composed of representatives from industry, unions, parents, students, staff and graduates
4.2 Develop an in-service program for personnel and representatives from agencies
4.3 Involve students in community activities: VICA, DECA

ILLUSTRATIONS OF STATE PLAN FORMAT - PARTS II AND III

LEVEL: Secondary

POPULATION SERVED: Disadvantaged

AREA OF NEED	OBJECTIVES	OUTCOMES			ACTIVITIES	COST	BENEFITS
		Current	1971	1975			
Contribute to reduction of the high dropout rate in public secondary schools.	An increasing number of potential dropouts in grades 9 and 10 will be enrolled in occupational education programs.	16,375	18,000	27,000	Administer supplementary services and programs to provide orientation, remediation, and other aids intended to give potential dropouts the requirements for successful participation in occupational education. BOCES BIG SIX Initiate cooperative work experience and work study programs in school districts with high dropout rates. COOPERATIVE BOCES BIG SIX WORK STUDY BOCES BIG SIX		Potential school dropouts will be identified and provided a program at a sufficiently early age to encourage completion of high school and or to leave school with a salable skill.

ED 100

Short-Term
Vocational Education Multiple Institutes
For Metropolitan Areas

Institute Two
Annual and Long Range Program Planning in Metropolitan Areas

TARGET POPULATION III

Adult, Regular

Participants

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Mid-Westchester Center for Occupational Education, Valhalla, New York

Dorothy Chambers
Birmingham Board of Education, Birmingham, Alabama

Pat De Meo
New York School of Printing, New York, New York

Russell Dineen
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Target Population III ADULT, REGULAR

I. Objectives

A. To provide training for adults

1. Initial training: for job-entry level skills development
2. Retraining: for development of new skills for displaced industrial personnel or for those whose jobs have become obsolete
3. Upgrading training: for development of skills of persons to a higher level within industries or in areas of interest

B. To make available quality training according to demand and need within a flexible framework (Programs will be available at appropriate intervals for maximum individual benefit)

C. To develop programs which are relevant to individual and community needs and provide desired outcomes

1. For personal job satisfaction
2. For economic stability of the industrial community

II. Planning for specific programs

A. Survey of geographical area to be served

1. Chamber of Commerce and Industrial Development Department or Research Department
2. Planning Board for area
3. U.S. Employment Service or Department of Labor
4. Trade organizations
5. Industry
6. Public and private transportation
7. News media

B. Data to be included

1. Population characteristics
2. Employment characteristics
3. New or developing industries and skills needed
4. Labor turnover
5. Employment opportunities
6. Transportation patterns

C. Available facilities for training adults

1. Public educational facilities

a. Secondary-school level
b. Post-secondary level (including community colleges and technical schools)

2. Private educational facilities

a. Trade schools
b. Industrial schools (within industry)
c. Colleges and industries
d. Trade organizations' schools
e. Hospitals

D. Cooperative Planning

1. Provision for planning of a program cooperatively by contingent geographical areas
2. Utilization of C.A.M.P.S. for interagency planning
3. Utilization of local vocational education advisory committees
4. Utilization of other governmental agencies
5. Ideally, development of liaison with the community to encourage training feedback

III. Selection of specific programs

A. Determination of priorities

1. Long range plans

a. Analysis of survey trends
b. Development of programs in areas appropriate to the trends shown
c. Development or acquisition of facilities for projected programs
d. Development of administrative and supervisory personnel
e. Development of a pool of qualified instructors
f. Development of flexible curriculum outlines (continuous revision)
g. Development of an in-service training program for personnel

2. Annual program plans

a. Analysis of survey data
b. Selection of program areas appropriate to needs shown for people and for industry
c. Determination of facilities needed and available
d. Determination of staffing needs
e. Determination of equipment needs
f. Determination of length of training programs
g. Determination of daily time schedule
h. Determination of the availability of supportive services

B. Determination of alternatives

1. Adequacy of available facilities

Example:

a. Determinant factors

(1) Available square footage in existing educational or other facilities
(2) Available space or other programs phased out
(3) Available rented facilities
(4) Construction under way or anticipated
(5) Available Federal, State and Local funding for building purposes
(6) Available community facilities
(7) Possibility of subcontract to other agency

b. Selection criteria

(1) Availability to adults needing training
(2) Quantity and quality of space available
(3) Cost involved
(4) Access to transportation
(5) Access to supportive services
(6) Length of time facilities available
(7) Conformity of available space to priority selection

2. Availability of qualified and/or certified personnel
3. Adequacy of available equipment
4. Adequacy of available supportive services

IV. Implementation of programs

A. Program projection

1. Budget

a. Number of adults to be served
b. Staffing
c. Equipment
d. Operation
e. Ancillary services
f. Promotional costs

2. Curriculum development
3. Staff Development
4. Coordination of promotional activities

a. News media
b. Community resources and/or groups
c. Paraprofessionals
d. Advisory committees
e. Related educational groups (P.T.A., Teachers' Associations)
f. Involvement of community in planning

V. Evaluation

A. Survey of employment

1. Successful completions
2. Job placements
3. Job retention
4. Numbers upgraded on job
5. Job satisfaction of employee
6. Job satisfaction of employer
7. Reduction of unemployment in target community

B. Follow-up of non-completers

1. Reason for leaving program
2. Adequacy of instruction
3. Student evaluation of program instruction during program

C. Success of program development

1. Attainment of anticipated enrollment
2. Facilities available
3. Adequate equipment available
4. Adequate funding available
5. Adequate staff available
6. Community employment needs satisfied
7. Flexibility of student placement within programs
8. Cost of per-student training

a. Input

(1) Administrative and supervisory costs
(2) Instruction costs
(3) Equipment costs
(4) Facilities costs
(5) Costs of materials, supplies and clerical assistance

b. Output

(1) Job placement and initial income
(2) Job upgrading and increased income
(3) Termination of welfare or other supportive service
(4) Contribution to civic activities and active participation in community affairs

Short-Term
Vocational Education Multiple Institutes
For Metropolitan Areas

Institute Two
Annual and Long Range Program Planning in Metropolitan Areas

TARGET POPULATION IV

Adult, Disadvantaged

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Section I: Planning Designs for Programs

Phase 1: Identification of a Problem

1. From personal contacts and experience
2. From an expressed need
3. From readings of current literature and periodicals
4. From social and community agencies
5. From social awareness

Phase 2: Inventory of Existing Local Programs

1. Identify related programs
2. Analyze experiences of identified programs in terms of

    a. problem
    b. needs
    c. target population
    d. objectives
    e. constraints
    f. cost

3. Establish a reasonable firm commitment from a funding agency as to its receptiveness to an acceptable program

Phase 3: Inventory of National Programs

1. Review literature for descriptions of related programs. (See Section IV, "Bibliography and Resources.")
2. Identify pertinent elements, experiences and problems

Phase 4: Planning the Specific Program

1. Establish a committee that is representative of all groups. Evolve specific roles for each member and stipulate target dates
2. Identify local needs on the basis of a survey and from existing programs, recommendations of experts, periodicals, writings of pioneer thinkers and community social agencies:

    a. needs of individuals
    b. needs of the civic community
    c. needs of industry (jobs)
    d. needs of the program
    e. needs of the target population

3. Analyze identified needs for causative factors, hypotheses, generalizations, numbers and existing resources
4. Identify objectives with specifity

    a. for program
    b. for target population

Target Population IV ADULT, DISADVANTAGED

Introduction

The Vocational Education Act Amendments of 1968 created expanded opportunity for states and local school districts to design vital programs for meeting the uniquely identified needs of out-of-school youth and adults who are considered disadvantaged.

By definition, disadvantaged persons are those who have "academic, social, economic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer- and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph."*

This report is designed to assist program planners at state and local levels to develop long-range and specific plans to serve the many disadvantaged adults located in the multi-faceted metropolitan areas of the nation. It provides a framework for the generation of a host of creative ideas for projecting programming in this realm. Planners in various regions should look to all groups having characteristics normally associated with the disadvantaged as target populations rather than confine planning to stereotyped images.

Inasmuch as specifications will vary according to the individual state or locality, no attempt has been made to prescribe either the format of the proposals or the administrative procedures for their submission.

There must be recognition of the fact that in planning any training program, the total life pattern of the individual and his social configuration are to be considered. Failure to provide for these elements may vitiate a program that is well conceived in all other aspects. If a funding operation cannot accomodate these personal and social parameters, it may be possible to coordinate a program with another agency to secure the desired attention to these concerns.

Where alternative activities are offered to accomodate funding retrenchment, it may prove desirable to decrease the number of trainees identified for the program rather than to eliminate a section of the program and thereby reduce its effectiveness.

This report is organized in four sections for convenient reference. Section I presents guidelines for a triple-pronged approach to planning. An illustrative program model is described in Section II, developed in relation to the guides presented in the first section. Brief summaries of three typical programs comprise Section III.

* Rules and Regulations of the Bureau of Adult, Vocational and Library Programs, Division of Vocational and Technical Education, U.S. Office of Education

5. Identify quantitatively the anticipated outcomes

    a. current
    b. short range
    c. long range
    d. target dates
    e. risk factor of probable success

6. Establish as many activities as possible that will contribute to the achievement of objectives, with alternative approaches that might accommodate varied allocations. Among others, consider the following elements:

    a. teacher recruitment, training and orientation for specific programs
    b. facilities and equipment
    c. program staff
    d. population identification
    e. job analysis
    f. curriculum development
    g. instructional approaches
    h. program implementation
    i. placement
    j. follow-up
    k. supportive services to assure maximum financial, moral, social, emotional and personal development of each individual; outreach activities to disseminate information about programs, recruit trainees and establish relevance of the program to the life-space of the individual; health; transportation; housing; etc.
    1. educational remedial services

7. Estimate costs per student in all catergories
8. Identify anticipated benefits
9. Provide for continuous feedback and evaluation
10. Guidelines

    a. Establish alternate options for considerations
    b. Involve target population representatives in planning and in all stages
    c. Involve other sectors and agencies: schools, labor, management, etc.
    d. Provide a bibliography of source materials: literature, ERIC, etc.
    e. Design a public relations program to elicit a receptive attitude on the part of all sectors of the community: disadvantaged, advantaged, educational leaders, legislators, industry and parents
    f. Design a public relations program to improve the image of vocational careers. Involve industry in this phase
    g. Provide for <u>continuous</u> feedback and evaluation for modifications
    h. Conceive evaluation in terms of stated objectives
    i. Bear in mind the fact that no one program can be expected to meet the presented problem adequately.

j. Provide supportive programs to deal with overt behavior patterns, symptoms and presenting reasons for behavior first and to-deal with causative factors second

Section II: A Typical Program

This section should present a fully organized program, illustrating the principles established in the preceding section.

Section III: Descriptions of Some Programs

Basic Agricultural Tractor Operation for Migrants. Fruit growers in a five-county area of western Michigan indicated a need for trained tractor operators who upon completion of training would be employed on a year-round basis. Experience in working with migrants who were interested in leaving the migrant stream clearly established that their interest for full-time employment was in the area of agriculture. Efforts of four agencies were directed toward planning for migrants a short-term program in basic tractor operation and related equipment, specifically in the area of fruit farming.

A Consumer and Homemaking Education Program. Part F of Vocational Education Amendments of 1968 provides for training for adults from disadvantaged urban and rural environment. The program provides learning opportunities which are geared to the needs of the participants and families served. The curriculum is flexible enough so that the activities of any given session can meet the specific problems of the people in attendance. The content of the program includes: helping children grow, getting the most from the shopping dollar, making the home attractive, understanding the teenager, keeping the family healthy, using today's products and techniques in personal grooming, providing nutritious meals on a limited budget, clothing the family on a limited income, sharing family responsibilities and improving home environments.

Program scheduling is convenient to the group served, provision having been made for daily or weekly sessions and monthly seminars. The format of the program is sufficiently varied so as to bring about the best learning situation. Varied techniques are utilized to maintain interest and to stimulate follow-through at home. Some examples of such techniques are: teacher- and student demonstrations, laboratory practice, panel discussions, films and guest speakers.

Central facilities are simulated apartments of adequate size that are equipped so as to provide opportunity for a wide range of experiences. These facilities are located in the home economics department of a school, in a rented apartment, in a privately-owned residence and in a mobile learning unit.

Training Residential Oil-Burner and Air-Conditioner Servicemen. The Fuel Deliverers Association established a need for a home oil-burner and air-conditioner serviceman to visit the residence and make minor repairs or

adjustments, thus keeping the high-cost technician working at his full potential. The Advisory Committee, composed of many agencies, felt the need could best be filled by training the adult disadvantaged in selected groups to meet the hiring schedule of the Fuel Dealers Association. The Advisory Committee suggested agencies or groups that could best perform the functions of stating goals and objectives; finding and screening trainees; and selecting curriculum, equipment, space, etc., so that a plan and a budget could be constructed.

The trainees have a driver's license and a willingness to devote time on the job and in the classroom. On-the-job training involves truck driving, loading and unloading, blending oil and other skills best taught in the field at the job site. Classroom instruction is devoted to actual oil-burner and air-conditioner cleaning, adjusting, parts replacement, related trade information and basic distributive education fundamentals.

Section IV: Bibliography and Resource Materials

This section should provide reference sources for program planners. Specific titles are not provided in this report, but suggested information sources for obtaining listings is offered.

1. Social profiles published by public and private agencies often provide information on lower-income, ethnic and other target groups.
2. Census data provide much information relative to housing, income and numbers of persons who fall into the identified group
3. Population characteristics can also be obtained from public agencies at the local or regional levels
4. Public and private education agencies conduct research projects and provide reports, position papers, etc.
5. The following types of public agency offer pertinent information: employment services; health and social services; rehabilitation centers; Department of Labor; Department of Commerce; Department of Health, Education and Welfare.
6. Private agencies such as the Congress of Racial Equality, foundations, etc.
7. Studies conducted by agencies involved in vocational education for the adult disadvantaged group
8. ERIC dissemination centers
9. Follow-up reports
10. Studies of and reports on vocational education, both public and private
11. Libraries in both private and public institutions
12. Interviews with individuals who have received services
13. Interviews with individuals who provide services
14. Programs submitted to funding agnecies

Short-Term
Vocational Education Multiple Institutes
For Metropolitan Areas

Institute Two
Annual and Long Range Program Planning in Metropolitan Areas

TARGET POPULATION V

Secondary, Handicapped

Participants

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Target Population V SECONDARY, HANDICAPPED

Definition

Handicapped persons are mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally distrubed, crippled or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer or homemaking program designed for persons without such handicaps and who for that reason require special educational assistance or a modified vocational or consumer or homemaking education program. (Cf. Vocational Education Amendments of 1968, Section 122 (a) (4) (B).)

Broad Recommendations

for the 5% of the School Population Who Are Handicapped

I. Pyramidal program

   A. Basic skill development for all
   B. Intermediate level, with specialized training to meet local employment needs
   C. Technical level, with training for those who are capable of work on this level

II. Exploratory workshops on local levels

   A. Special educators
   B. Vocational educators
   C. General administrators
   D. Community agencies serving the handicapped (DUR, AHRC, etc.)
   E. Employers of the handicapped (Abilities Inc., etc.)
   F. Other selected employers
   G. Medical experts
   H. Guidance personnel

III. Research

Feasibility study to determine the areas of vocational education that would be most suitable for each type of severely handicapped student. The study will take into account physical, emotional and mental capabilities of the student and his interests

IV. Survey and dissemination of information as to existing programs

V. Survey to identify students with minor physical handicaps who are in the regular educational stream but who would profit from educational guidance and an adapted vocational program

VI. Pilot studies to utilize present facilities for handicapped students

VII. Long-range program design

Program Development Design

for Handicapped Students of School Age

There are approximately 5% of the school-age population who have been identified as having various handicapping conditions that prevent them from being served in the regular vocational program as it exists. This design is intended to provide a plan for meeting the occupational and vocational needs of these students.

1. Organize an advisory committee
2. Prepare a census of the handicapped population requiring vocational education, indicating service in each category:

    2.1 Mentally retarded

        2.1.1 Educable
        2.1.2 Trainable

    2.2 Hearing impaired

        2.2.1 Deaf
        2.2.2 Hard of hearing

    2.3 Speech impaired

        2.3.1 Severe communication disorders

    2.4 Visually handicapped

        2.4.1 Blind
        2.4.2 Partially sighted

    2.5 Emotionally disturbed
    2.6 Other health-impaired students

3. Determine the most appropriate programs for developing vocational competence for each type of handicapped listed in your census
4. List all avialable training facilities, both local and regional
5. Determine students who can be served in existing facilities
6. Design needed programs for handicapped students whose vocational needs are not being met

    6.1 Goals

        6.1.1 To initiate an exploratory program for the development of basic manipulative skills for all handicapped students
        6.1.2 To develop a program of practical arts and related occupational skills geared to preparing the handicapped student to meet the needs of daily living (e.g., homemaking, home repair, etc.)
        6.1.3 To develop an occupational orientation program

6.1.4 To develop a guidance program geared to meet the special needs and interests of the handicapped in terms of direction toward possible occupations

6.1.5 To provide new programs and facilities for those handicapped students not being served in present programs and for whom vocational education is appropriate.

7. Follow program planning as follows:

7.1 Design of programs to meet projected needs

7.1.1 Goals
7.1.2 Objectives and criteria
7.1.3 Content development

7.2 Personnel needs

7.2.1 Teacher recruitment and orientation
7.2.2 Auxiliary personnel
7.2.3 Adjunct and ancillary services
7.2.4 Ongoing and in-service education

7.3 Program site development

7.3.1 In-school programs
7.3.2 Out-of-school programs
7.3.3 Time considerations

7.4 Supervision and administration of programs

7.4.1 Leadership development programs
7.4.2 In-service training
7.4.3 Organizational structure

7.4.3.1 Communications
7.4.3.2 Authority
7.4.3.3 Responsibilities

7.5 Fiscal procedures

7.5.1 Funding sources
7.5.2 Program design
7.5.3 Proposal development and presentation
7.5.4 Accountability
7.5.5 Techniques for acquisition of materials and equipment

8. Provide staff and facilities for annual evaluation of program and long-range follow-up studies

Short-Term
Vocational Education Multiple Institutes
For Metropolitan Areas

Institute Two
Annual and Long Range Program Planning in Metropolitan Areas

TARGET POPULATION VI

Adult Handicapped

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Target Population VI ADULT, HANDICAPPED

Introduction

Any program for the education of the handicapped will, at the very outset, require an approval and a commitment for implementation by the local school community and school administrators before it can proceed.

Definition

This committee subscribes to the definition of the handicapped given in the booklet, "Vocational Education for Handicapped Persons, Handbook for Program Implementation", U. S. Office of Education, Deaprtment of Health, Education and Welfare, August 1969.

Classifications of the Handicapped

1. Mentally retarded
    a. Educable
    b. Trainable
2. Speech impaired
3. Vision impaired
4. Hearing impaired
5. Crippled and health impaired
6. Emotionally disturbed and socially maladjusted

Organizing for Program Implementation

Vocational education programs for the handicapped should be coordinated on a State and local basis in order to be effective. This will require the involvement of all educational and social agencies which deal with the handicapped.

Issues for Consideration in the Administration of a Program for the Handicapped

1. Identification and classification
2. Development of job training to fit jobs available in local industries
3. Development of job training to fit the physical capabilities of trainees
4. Recruitment of professional and paraprofessional staff sympathetic and empathetic to the training needs of the handicapped
5. Assignment of greater responsibility to teacher-training institutions in the preparation of qualified teachers of the handicapped

6. Identification of employment opportunities (matching workers with jobs) in relation to:

   a. Numbers of jobs available in any one category
   b. Development of the awareness of business and labor as to the employment possibilities for the handicapped on national, local and state levels
   c. Establishment of special classes at unusual hours
   d. (Of major concern:) The setting up of flexible training facilities in accordance with the changing needs of business and industry and student enrollment
   e. Provisions for the "slotting in" of handicapped persons in regular programs of training
   f. Types of jobs into which the handicapped can fit

Considerations Involved in the Administration of a Long Range Program

1. Program cost accountability
2. Master planning for communities based on established State plans (See attached sheets, "Plans for Implementation of Programs, Wisconsin Vocational District #12")
3. Setting up of programs in situations in which handicapped students are accepted
4. Provisions for adequate transportation
5. Program of training, re-training and skill up-grading
6. Setting up of cooperative work-study programs
7. Establishment of special shop facilities as required by the handicapped, including contract workshops supplementary to regular shop programs
8. Utilization of the family, community, business and industry groups in planning vocational programs
9. Consideration of contracting with private schools in the vocational training of the handicapped
10. Provision for the special services needed for the handicapped, including comfort facilities, safety equipment, guidance and placement counseling and work-service coordination
11. Allowance for a continuous program of evaluation and change to reflect community work needs
12. Provision for the opportunity for the handicapped to acquire the pre-vocational skills necessary in a vocational-technical training program
13. Provision for the special services, objective training aids and equipment necessary for success in a total or partial program

APPENDIX I

PLANNING ANNUAL AND LONG-RANGE PROGRAMS OF VOCATIONAL EDUCATION

USING A PLANNING, PROGRAMMING AND BUDGETING SYSTEM

A BRIEF STATEMENT

Presentation by Dr. Otto Legg

United States Office of Education

A planning, programming and bugeting system is designed to help vocational educators make appropriate decisions on the allocation of resources among alternative ways to attain identified objectives. Properly implemented, it has the potential for minimizing the piecemeal, fragmented and last-minute program evaluation which tends to occur under present planning and budgeting practices. Distinctive characteristics of a planning and budgeting system are that:

1. It focuses on identifying fundamental objectives, relating all activities, regardless of organizational placement, to these objectives.

2. It explicitly considers future implementation of present activities and programs.

3. It considers all pertinent costs: capital, non-capital and associated supporting costs.

4. It is a systematic analysis of alternatives and is often referred to as program analysis. It involves:

   a. The identification of objectives;
   b. An explicit, systematic identification of alternative ways of carrying out the objectives;
   c. An estimation of the total cost of each alternative;
   d. An estimation of the expected results of each alternative; and
   e. A presentation of the major costs and benefit trade-offs among the alternatives along with the identification of major assumptions and uncertainties.

The systematic identification and analysis of alternative ways to achieve objectives is the cornerstone of planning, programming and budgeting for vocational education.

The analysis of program goals should result in the identification and documentation of:

1. Objectives involved;

2. Feasible alternatives for achieving each;

3. The best available estimates of total program costs for each year considered (three to five years);

4. The best estimates of benefits and/or penalties relevant to the objectives for each year considered;

5. The major assumptions and uncertainties associated with each alternative; and

6. The impact of proposed programs on other programs, other agencies, etc. in the system.

Program is not easy. Many constraints will be identified, including those of a political and legislative nature. It is to be hoped that as the system assists in the indication of the potential penalties arising from these constraints, legislative decision makers will be influenced to work for changes. Many quantitative tools are available from such fields as economics, mathematics, computer sciences, etc., which can and should be used on the problems of program analysis. Some important limitations on the undertaking of meaningful analysis are:

1. Problems in defining real objectives;

2. Presence of hard-to-measure benefits;

3. Inadequate data relevant to the effect of each alternative course of action on objectives as well as information describing where we are today; and

4. Difficulties in connecting a time stream of costs and benefits and not simply the evaluation of costs and benefits for a single point in time.

Clearly, an information system organized around long-range and annual objectives of vocational education for rural or urban areas is costly; therefore, essential data requirements must be identified.

Graphically, the system described in the foregoing paragraphs may be depicted in the elementary model which follows.

Planning consists of recognition of the mission and formulation of goals and objectives.

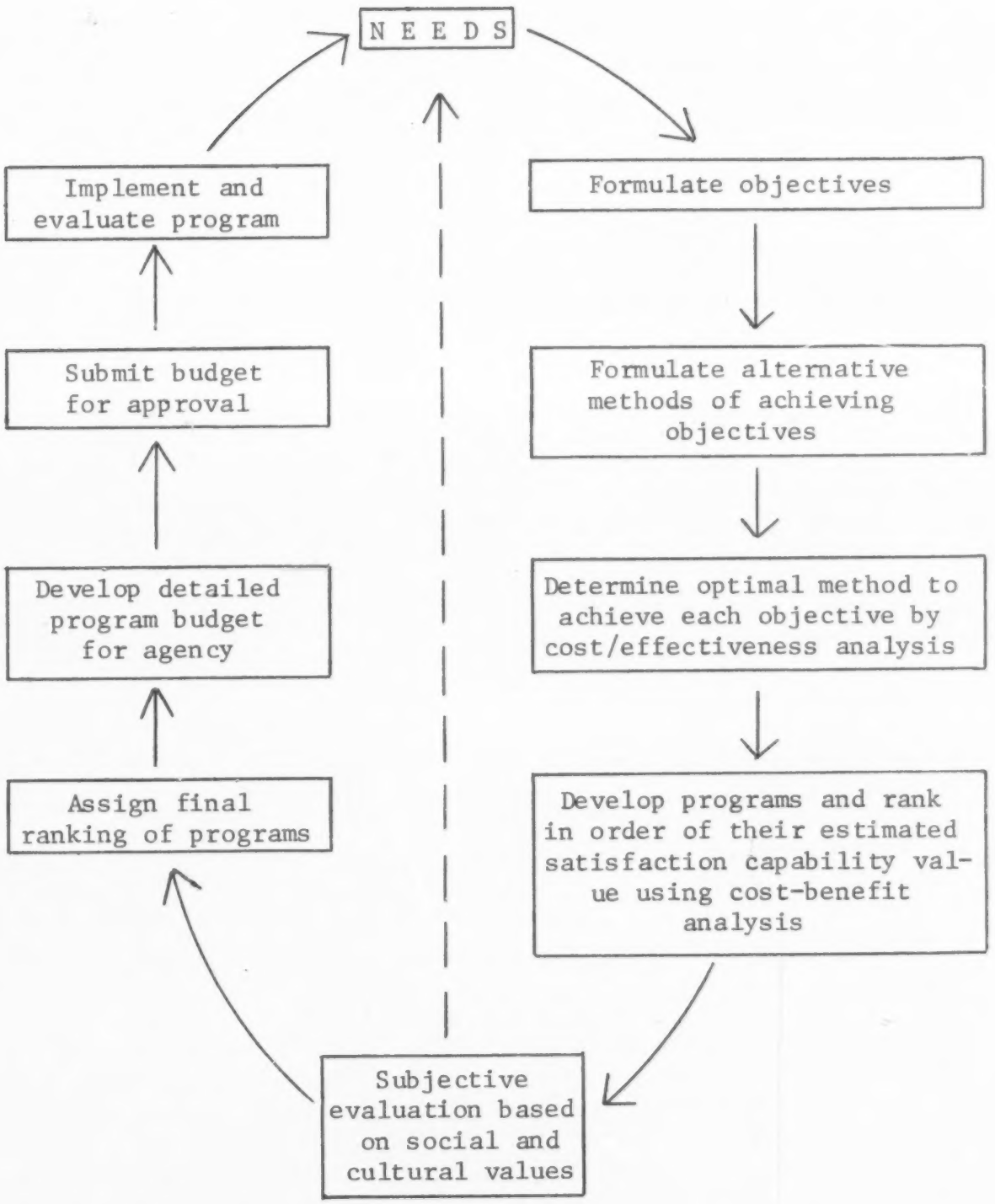
Mission

The mission recognizes mandates imposed by state and federal legislatures and other policy-making groups.

Formulation of Goals

Goals must be formulated so as to be consistent with recognized mandates.

1. A goal may be defined as long-range accomplishments toward which


NEEDS
Implement and evaluate program
Formulate objectives
Submit budget for approval
Formulate alternative methods of achieving objectives
Develop detailed program budget for agency
Determine optimal method to achieve each objective by cost/effectiveness analysis
Assign final ranking of programs
Develop programs and rank in order of their estimated satisfaction capability value using cost-benefit analysis
Subjective evaluation based on social and cultural values

_____ = Flow

---------- = Feedback

programs are directed to accomplish the recognized mission. Goals are not measurable.

2. There are three types of goals:

   a. Independent,
   b. Dependent,
   c. Conflicting

Formulation of Objectives

Statements of objectives describe the outcomes (ultimate product) to be accomplished in achieving the goals. A statement of objective must describe what the expected outcome is to be and the conditions which relate to the outcome and the criteria for evaluation. To help you write objectives I have prepared a worksheet designed to identify specific performances, conditions and criteria for measuring attainment of those specified performances contained in a well-stated objective. Some examples of acceptable objectives are:

1. To train 10% of the unemployed labor force per year and place them in jobs

2. To train 5000 students per year as employable nurse's aides

3. To enable the student seeking an entry-level stenographer's job to reach a transcribing proficiency of 80-120 words per minute

4. To increase the number of electronics technicians trained by 15% per year.

It is necessary to state objectives in measurable terms for the following reasons:

- To determine when objectives have been accomplished
- To identify areas of potential failure in time to make corrections
- To identify what is needed: the difference between products desired and products that already exist
- To collect data about the degree of success of each objective
- To permit final evaluation on the basis of facts concerning the ultimate product

Benefits to be derived from measurable objectives are:

- Facts, instead of opinions, are available for determining policy, setting future priorities and allocating material and human resources.
- Programming involves the identification of alternative ways to accomplish objectives. The question of how the desired outcomes or products can be realized is now pertinent.

Here the planner becomes involved in determining existing conditions as a basis for choosing techniques, scheduling inputs with reference to outputs, and costing out items to develop feasible alternative ways of achieving identified objectives. It is at this point that the planner must have pertinent input and output data and other information available.

WORKSHEET FOR WRITING PROGRAM OBJECTIVES

1. To what specific performance does this program refer?

2. What are the means by which and the conditions under which this performance should take place?

3. What level of performance is required?

4. How will accomplishments be measured?

The Written Objective

ESSENTIAL ELEMENTS IN LONG-RANGE PLANNING
OF VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Essential Elements Listed in Order of Importance	Delineation of the Element
I. States and conditions of the State	I. Inclusion of a description of: A. Present and projected 1. Population 2. Economic conditions 3. Manpower needs B. Resources available to provide services
II. Establishment of long-range goals	II. Open-ended structure: no time frame
III. Establishment of priorities	III. Identification of critical needs listed in order of priority
IV. Development of quantifiable objectives	IV. Establishment of measurable objectives to achieve identified priorities within the time frame of the planning
V. Development of strategy to achieve objectives	V. Identification of alternatives, including a cost analysis of each
VI. Program selection	VI. Choice of the appropriate alternative in relation to financial, political and economic constraints
VII. Financial projections	VII. A build-up of costs based upon the cost analysis of selected alternatives included in the program within the time span of the plan
VIII. Annual program budget	VIII. Cost of program services and activities to be implemented during the budget year

APPENDIX J

MULTIPLE INSTITUTES FOR METROPOLITAN AREAS
April 6, 1970

Presentation by Florence Sutler

As you know, in recent years much attention has been focused on the planning activity in government agencies - federal, state and local. Perhaps the most important single factor in the focusing of this attention was Robert MacNamara's introduction of a Program Planning Budgeting System (PPBS) in the Department of Defense. Since then PPBS has been introduced in all federal agencies, and many state and local governments are developing systems of their own. New York State is firmly committed to the concept of more systematic planning - on the state, regional and local levels.

The unit of which I am associated is engaged in planning for vocational education in New York State. The work we do is a reflection of this increased emphasis on planning throughout government today. I would like to share with you some of our views and experiences concerning planning, in the hope that you may find them useful in your own planning activities.

I see two basic reasons for the increased attention being given to planning today, and the two are related.

1. One is the increasing volume and complexity of the services government is asked to provide today. To use vocational education in New York State as an example, we anticipate that public secondary programs will be serving nearly 600,000 students by 1975. This compares with slightly over 300,000 students served in recent years. Without the foresight provided by systematic planning, we would have no assurance that these quarter of a million additional high school students would be adequately served.

The problem is not one of the volume alone. The world of work is rapidly and constantly changing. Many of yesterday's skills are no longer marketable, and occupationals are emerging which require new skills not previously taught in our programs. If occupational education programs are to be meaningful in the light of current and anticipated employment opportunities, we must plan accordingly. In a world without change, planning would be unnecessary. Things could simply go on as before, in a world changing as rapidly and constantly as ours, planning is absolutely essential. Our Commissioner of Education likes to define planning as "the masterful administration of the unforeseen." He believes that "the essential new attitude in leadership is to feel comfortable with change, to plan for it, to master it, and to control it - even by deliberately contriving change."

2. A second major reason for the increased government emphasis on planning is the need for greater efficiency and economy in spending. Charles Schultz, a former Director of the U.S. Bureau of the Budget, has said:

"Resources are always less than we need to accomplish all the good and useful things that we would like to. Therefore, among competing claims on resources we must choose those which contribute most to our objectives,

and we must execute our choices effectively and efficiently in order to free scarce resources for other good and useful things."

I said that these two reasons for greater emphasis on planning were related. As services expand to unprecedented size and scope, the need for systematic analysis of expenditures becomes more and more crucial. The kind of planning we are doing for occupational education in New York State will make such systematic analysis possible.

These are two of the basic reasons for the emphasis on planning today. But what is planning, exactly? Let me approach this question in two ways, first generally and then in terms of planning for occupational education in New York State.

Abbreviations like PPBS tend to be awe-inspiring and conjure up images of computers and equations meaningful only to those with doctorates in mathematics and economics. Planning, as we see, is very much rooted in common sense.

I could express the philosophy underlying our planning in terms of three questions.

1. Where are we now?
2. Where do we want to go?
3. What is the best way of getting there?

None of these questions is as simple as it appears. To determine where we are now requires that we have accurate statistical data on population characteristics, enrollments, teachers, facilities, completions, labor market needs, economic conditions, etc. In a state the size of New York, collecting and compiling this data is no simple matter. One of our projects right now is refining an instrument for collecting more meaningful enrollment and followup data on our students, to help us judge the effectiveness of our present programs.

Commissioner Nyquist has said "In order to plan, one must know precisely the present condition of what one is attempting to plan. This is not merely to know what one is doing, or thinks he or his agency is doing, but to know the impact or effect of what that agency is doing. The biggest booby trap that innovators and change agents fall into, is that they have not analyzed what is happening, in relationship to what they expect to happen, after they have made what they think is a change. They often create all kinds of mechanisms and arrangements which they think will change something, but which will not change it, because they have not carefully analyzed what they think they are changing..."

The second question a planner has to ask is where do we want to go, what are our objectives? It is in answering these questions that experience in the field for which one is planning is crucial. No outside consultant and certainly no computer can answer these questions for you.

What exactly is an objective? The answer varies from agency to agency, but two pitfalls have to be avoided - making them too general or making them too specific. To say, "Improve the education of the citizens of City X and City Y" would be too general to be meaningful. To draw from another field,

an objective might be "To improve transporatation facilities between City X and City Y." To say, "Build concrete highways" would be too limiting; it would exclude alternative activities, such as transportation by air or rail. Your objective in this case would be to improve transportation. You would then be faced with a choice between alternative ways of doing so, including air, rail, highway, water or some or all of these.

This brings us to the third question the planner has to ask: "What is the best way of accomplishing my objective?" I have just given one example of choosing between alternatives. Such questions arise as: Can we best accomplish a given objective by constructing new facilities or by expanding present programs, etc. It is at this point in the planning process that systematic quantitative analysis can help assure that one gets the most for his money. Analysis can help to determine what kinds of activities would bring us closet to accomplishing our objectives within the constraints of available funds.

So far I have been speaking mainly in the abstract and I would like to be a little more specific.

Let me start by explaining the historical background of planning for occupational education in New York State and I will explain some of the problems we have encountered and the solutions we have worked out.

The Vocational Education Act of 1963 requires that each State submit a State Plan for Vocational Education, which was primarily a compliance document which no one ever saw or used. The VEA in 1968 required that each year the State submit a three part State Plan: administrative section; five-year, long-range plan; and an annual program plan for the coming budget year. On one level, then, our planning activity is a compliance with federal law.

We see it as more than compliance, however. We attempt to construct our plans in such a way that they can be used within the Department's PPBS. In addition, they serve as the foundation for our State level program of work activities.

The ultimate usefulness of our State Plans, however, is to provide leadership and direction to local agencies, where, after all, the real work gets done. I will have more to say about the relationship between State and local planning a little later.

For the last year, we have been spending a good portion of our time in updating the long-range plan for occupational education, and constructing annual program plans in accordance with these long-range plans.

We haven't found an instant recipe for preparing a plan. We do have some partial recipes. The U.S. Office provides planning guidelines. New York State has its own PPBS guidelines, and much additional literature on planning is available. But we have found that no general blue-prints eliminate the need for experience, hard thinking and creative imagination. PPBS introduces a methodical, quantitative, scientific element into planning, but planning remains as much an art as a science.

So today as I share with you some of our experiences in planning for

vocational education in New York State, I am not going to offer hard and fast rules for planning. Instead I am going to describe for you the evolution of the planning process in our agency. The State Plan we are preparing for submission to the U.S.O.E. this June is a better plan, we think, than its predecessor. This is because we have learned from experience and adapted. From most of what I have read about planning in other agencies they have had to learn and adapt also. So perhaps our experiences will have some relevance for the planning you are involved in, if only in the form of moral support.

On June 30, 1969, New York State submitted its first State Plan for vocational education in the new format required by the VEA of 1968. This was the Plan for fiscal year 1970. I want to explain some of the features of the 1970 Plan so that I can contrast them with the 1971 Plan and give you some idea of how our thinking has evolved.

The format of the 1970 Plan closely followed the guidelines for preparation of a State Plan given us by the U.S.O.E. The Plan was structured in three parts. Part I contained the policies and procedures for administration of VEA programs. This section of the Plan will remain essentially intact from year to year. It will be amended only as necessary. The major changes have been in Part II - the Long Range Program Plan, and Part III - the Annual Program Plan.

Part II of the 1970 Plan, the Long-Range Program Plan, described the major needs, priorities and objectives for vocational education in New York State over the next five years.

It also contained, in accordance with U.S. Office guidelines, certain descriptive and statistical information relevant to vocational education in New York State, including population characteristics, present and projected; manpower requirements; job opportunities and other labor market data - present and projected. The essence of Part II for planning purposes were the priorities and measurable objectives.

Part III - The Annual Program Plan, contained a description of how VEA funds were to be distributed in 1970, according to the various purposes of the Act. Each expenditure was related to an objective stated in the long-range program plan. Anyone with a knowledge of the structure of the Plan could, with a considerable amount of searching and leafing through, see the relationships between our long-range plans and our plans for the immediate future.

Parts II and III were internally divided according to the various categories funded by the Act. This meant that Part II, in addition to the statistical information about population and economic factors, contained seventeen separate sections of needs, priorities and objectives. Needs, priorities and objectives were stated for the following categories:

Kindergarten - Grade 8	Program Evaluation
Secondary	State Administration and Leadership
Postsecondary	Research
Adult	Exemplary and Innovative Programs
Youth Organizations	State Residential Occupational Schools
Guidance	Consumer and Homemaking Education

Construction
Curriculum
Teacher Education

Cooperative Vocational Education
Work Study

Each of these 17 sections contained a narrative describing a significant trends and problems in the particular area, a statement of major priorities and a statement of major objectives, most of which were quantifiable and measurable.

Part III had a similar internal structure. It, too, contained separate sections for each category funded by the Act.

The process of assembling narratives, priorities, and objectives for the various categories I listed was a fruitful one. It forced us in a systematic manner to contact, interpret and work closely with all of the agencies and units affected by our planning.

The end result was a comprehensive, if somewhat unwieldy document, indicating the directions occupational education was to take in the immediate future and over five years, and providing us with guidelines for measuring our movement in those directions. It was a great advance over previous planning efforts. It satisfied the U.S. Office requirements and obtained the VEA funds for New York State.

But in reviewing the 1970 Plan and in devising our strategy for preparing a 1971 Plan we could see certain deficiencies in the document's usefulness as a planning instrument. As we saw it, there were two major weaknesses in the 1970 Plan:

1. The Long-Range Plans and the Annual Program Plans, which should be viewed as complementary and interrelated, occupied separate parts of the Plan. As I said before, anyone with a knowledge of the Plan's structure could, with considerable searching, identify the relationships between the short-range and long-range plans. But the Plan was not conveniently structured for seeing these relationships. We wanted, if possible, to devise a format which clearly indicated the relationships between our long-range needs, priorities and objectives, and our activities planned for the coming year.

2. The second major weakness we saw was the division of our priorities and objectives into 17 separate categories. This structure failed to show how priorities and objectives for the various categories fit into the total picture of occupational education. How did our objectives for guidance at the secondary level for example, relate to our objectives for secondary curriculum? Should these objectives be stated separately or should they be presented as contributing to the total effort of occupational education at the secondary level?

These were the two major deficiencies in the Plan, as we saw it. We decided to make two major changes in the format of the Plan to remedy these deficiencies, and to make the 1971 Plan a more useful instrument.

1. First, we decided to abandon the seventeen category division in Parts II and III, and to combine all program elements into four major categories. The major categories were the instructional levels: elementary

(K-8), secondary, postsecondary and adult. Objectives from such areas as guidance, construction, curriculum, teacher education are now grouped under the instructional level which they serve. For example, if a guidance objective is to increase the ratio of counselors to students in the public secondary schools, this is viewed as an element in the strengthening of secondary occupational education.

A further subdivision was made within each program category, or instructional level. Each level was divided into general population, disadvantaged, handicapped, and multi-group (comprising all population groups). This division was necessary because the Act mandates that funds be directed at these population groups, and desirable because the philosophy of our planning is that programs be directed at specific groups of people in need of occupational education.

We don't feel that this revision in format is purely or primarily aesthetic. It does make for a neater plan, with four major subdivisions in place of seventeen, but its real purposes is to focus attention on the major purposes and goals underlying the entire program and the population to be served at each level.

The second major revision concerned the relationship between the long-range and annual program plans. We decided to reorganize our format so that these portions of the plan would be seen in their true relationship. It was determined that activities planned for the coming year would be listed opposite the long-range priorities and objectives to which they are related. A person using the plan would now see from reading left to right, priority or area of concern, the major objectives for the next five years, and the activities planned for the coming year toward accomplishment of those objectives.

I would like to conclude with some remarks about our role in relationship to other kinds of educational planning.

First, our plans could be viewed as a subsystem in the total system of planning for education in New York State. Not our unit alone but the entire State Education Department is preparing for "administration of the unforeseen." Our relationship to this total planning effort is important; it keeps reminding us that occupational education is an integral part of the total educational process, that we are engaged not simply in preparing workers but in preparing people who can fully participate in society.

Commissioner Nyquist said recently: "It would seem difficult to see how a state could develop a long-range plan for vocational education without having a fundamental long-range plan for the total program of education in the State. Without question, decisions made with respect to program development and resource allocation in vocational education will have a clear-cut effect upon allocations of resources both financial and educational in an entire school system or, for that matter, an entire state program."

Equally important is the relationship between planning for occupational education at the State level and planning for occupational education at the local and regional levels. As I said before, our State Plan is intended to provide the framework for direction of program development at

the local and regional level. There must be a two-way relationship, however. We are working toward a relationship in which the localities and regions of the State will have greater input into the State planning process. In a State as large and diverse as New York, no individual or group can sit in their office and plan programs relevant to all areas of the State without a great deal of involvement and assistance from the local and regional level. What we can learn from those most closely involved with classroom activity and actual employment situations should help us to improve our "framework for direction."

I have spoken mostly of vocational education planning at the State level today, because that is the planning with which I am most familiar. But I think that some of our experiences are relevant to other kinds of planning as well. The more general points I have tried to make, using occupational education planning as an illustration, are:

1. <u>that planning is important</u>

    a. to meet the challenges of rapid change and increasing complexity
    b. to help make expanding services more effective and economical

2. <u>that planning is rooted in common sense that it involves such questions as</u>:

    a. where are we now?
    b. where do we want to go?
    c. what is the best way of getting there?

3. <u>that planning is an art as well as a science</u>

4. <u>that planning within an agency is related to more comprehensive systems of planning</u>

    as our agency's planning is related to the total educational planning effort, at the Federal, the State, local and regional levels.

APPENDIX K

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Institute II — Institute Evaluation Form #I: Summary

Name: Annual and Long Range Planning in Metropolitan Areas — Date April 1970

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels	(SA)	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

Total Responses: 47

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. Vocational education should be just as much concerned with semi-skilled and operative type programs as it is in skilled and technical programs.	SA:31	A:14	U: 0	D: 1	SD: 0
2. Students who exhibit the ability to succeed in college and whose stated goal is college, should be discouraged from taking vocational education courses.	SA: 0	A: 5	U: 4	D:19	SD:19
3. The importance of vocational education cannot be emphasized enough to students. . . .	SA:25	A:18	U: 1	D: 2	SD: 1
4. Failure to offer public vocational education and training cannot be justified in a democratic society. . . .	SA:30	A:14	U: 0	D: 1	SD: 2

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
5. Vocational education trains for jobs which don't exist. . . .	SA: 0	A: 2	U: 3	D:25	SD:17
6. The major function of the high school should be the preparation of students for entrance into college.	SA: 1	A: 0	U: 0	D:16	SD:30
7. Vocational education should be offered only to students with low academic ability. . . .	SA: 1	A: 1	U: 0	D: 9	SD:35
8. The cost of training workers should not be born by the public school system.	SA: 0	A: 2	U: 5	D:17	SD:17
9. Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements.	SA: 1	A: 2	U: 1	D:23	SD:20
10. Vocational education at the secondary level should be conducted outside the academic school system in separate vocational schools.	SA: 3	A: 6	U: 0	D:24	SD:14
11. The importance of vocational education cannot be emphasized enough to the general educators.	SA:22	A:19	U: 2	D: 3	SD: 1
12. High school graduates, regardless of the course taken, should be equipped upon graduation with a salable skill. .	SA:14	A:21	U: 3	D: 9	SD: 0
13. Increased opportunities for vocational education will result in fewer dropouts. . .	SA:16	A:21	U: 9	D: 0	SD: 1
14. Vocational education contributes to solution of unemployment.	SA:15	A:26	U: 3	D: 3	SD: 0
15. For the "average" student, academic educational courses are more useful than vocational courses.	SA: 0	A: 1	U: 2	D:34	SD: 9

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
16. Whether vocational education is offered should be an important factor in determining public high school accreditation.	SA:10	A:15	U: 6	D:12	SD: 1
17. The climate for vocational education is better in a comprehensive high school than in a separate vocational school. .	SA: 9	A:10	U:10	D:10	SD: 8
18. The information provided in the college preparatory course of study is more applicable to getting and holding a job than the information provided in a vocational education course. .	SA: 0	A: 0	U: 2	D:27	SD:17
19. More "average" students should be encouraged to enroll in vocational education programs. .	SA:11	A:32	U: 1	D: 3	SD: 0
20. Vocational education in an educational frill.	SA: 0	A: 0	U: 1	D: 8	SD:38
21. No area of education is more or less important than vocational education.	SA:13	A:25	U: 2	D: 6	SD: 0
22. The importance of vocational education cannot be emphasized enough to the lay public.	SA:22	A:20	U: 1	D: 2	SD: 1
23. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	SA: 0	A: 0	U: 3	D:23	SD:19
24. Vocational education courses are as important for college bound students as they are for non-college bound students. .	SA:11	A:23	U: 4	D: 8	SD: 0
25. Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school. . .	SA: 5	A: 9	U: 9	D:19	SD: 4

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
26. The national per capita income is adversely affected as public support for vocational education declines.	SA: 2	A:23	U:13	D: 5	SD: 3
27. Leaders of minority groups oppose vocational education for their people.	SA: 1	A:18	U: 5	D:19	SD: 3
28. Vocational education courses prepare students for many jobs which lack public prestige. .	SA: 2	A:30	U; 0	D:10	SD: 4
29. Leaders of minority groups prefer college prep programs for their people rather than vocational education. . . .	SA: 3	A:24	U: 8	D: 9	SD: 2
30. Youth are being educationally short-changed due to inadequate vocational offerings. .	SA: 9	A:27	U: 4	D: 6	SD: 0
31. Vocational education in rural areas is more important than vocational education in urban areas.	SA: 1	A: 2	U: 2	D:28	SD:13
32. More "above average" students should be encouraged to enroll in vocational education.	SA: 8	A:33	U; 2	D: 1	SD: 2
33. Currently employed vocational education teachers are less adequately prepared for their jobs than academic teachers. .	SA: 1	A: 2	U: 4	D:24	SD:14
34. Vocational education teachers know and meet the individual needs of their students better than academic teachers. . .	SA: 5	A:22	U: 9	D:10	SD: 1
35. Only the non-college-bound need vocational education. .	SA: 0	A: 1	U: 2	D:30	SD:14
36. Parents of minority group students generally exhibit little or no interest in their children's progress in school.	SA: 2	A: 9	U: 6	D:23	SD: 7

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
37.	Children whose parents are foreign born get more parential support for entering a vocational program than children from parents born in America.	SA: 2	A:17	U:15	D12	SD:1
38.	Most students would not benefit from the job skill instruction offered in vocational education programs. .	SA: 0	A: 0	U: 1	D:30	SD:16
39.	Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	SA: 1	A:14	U: 0	D:24	SD: 8
40.	The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	SA: 9	A:31	U: 4	D: 3	SD: 0
41.	Vocational education skill courses provide learning experiences geared to individual needs better than academic courses.	SA: 7	A:29	U: 5	D: 6	SD: 0
42.	Vocational education programs help keep the potential drop-out in school.	SA: 9	A:32	U: 2	D: 2	SD: 2
43.	Vocational education should be delayed until after high school graduation. . . .	SA: 0	A: 1	U: 2	D:22	SD:22
44.	Employers prefer college preparatory graduates to vocational education graduates because they are more capable.	SA: 1	A: 5	U:10	D:23	SD: 8
45	Occupations, other than the professions, require less able students than the college preparatory students. . . .	SA: 1	A: 8	U:12	D:18	SD: 8

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
46. Employers would prefer vocational graduates over college preparatory graduates, if more able, rather than less able students elected vocational education.	SA: 2	A:32	U: 8	D: 4	SD: 1
47. Academic proficiency should count more than vocational proficiency when setting high school graduation requirements for vocational students. . .	SA: 0	A: 2	U: 2	D:33	SD:10
48. Academic counseling should be given precedence over occupational counseling because high school youth are too inexperienced to make occupational decisions.	SA: 0	A: 1	U: 3	D:28	SD:15
49. The shop portion of vocational education is important to public education because it provides a haven for problem youth.	SA: 1	A: 0	U: 3	D:24	SD:19
50. Vocational education should prepare the student for college as well as for work. .	SA: 1	A:24	U: 7	D:10	SD: 0
51. Part-time cooperative vocational education is the best type because the skilled training is given in industry where it is always available, kept up-to-date, and avoids costly educational physical facilities, equipment and staff.	SA: 4	A: 5	U: 9	D:25	SD: 4
52. Minority groups attending vocational education programs want preferential treatment.	SA: 1	A: 7	U: 7	D:27	SD: 5

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
II-53.	The superintendents of schools in metropolitan cities can best serve their cities educational needs by giving a major portion of their efforts to the needs of students whose goal is college rather than work. .	SA: 1	A: 0	U: 1	D:29	SD:16
II-54.	The metropolitan inner city power structure is political and as a result political expediency rather than reason control decisions concerning vocational education and training. . .	SA: 2	A:13	U:14	D:12	SD: 5
II-55.	The articulate public, whether minority or otherwise in the metropolitan cities, is more interested in college preparatory education than in vocational education.	SA: 5	A:33	U: 1	D: 6	SD: 2
II-56	The climate for vocational education in the metropolitan school system is poor because the majority of the professional staff don't know the aims, objectives and philosophy of vocational education.	SA: 6	A:20	U: 4	D:13	SD: 4
II-57	The composition of the major metropolitan city board of education is such that they are better able to make decisions concerning college preparatory education than for vocational education. .	SA: 4	A:31	U: 3	D: 7	SD: 2
II-58	The metropolitan inner city minority publics want their children given college preparatory rather than vocational education. . . .	SA: 2	A:23	U:11	D: 9	SD: 1

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
II-59.	Public education should not have to be concerned with vocational education and training because this is rightfully the responsibility of management and labor.	SA: 0	A: 0	U: 0	D:20	SD:27
II-60.	Vocational education should not be free to out of school youth and adults. .	SA: 0	A: 2	U: 1	D:25	SD:19
II-61.	The federal authorities responsible for vocational education are unreasonable in expecting metropolitan city boards of education to initiate and conduct vocational education and training programs for out of school youth and adults. .	SA: 1	A: 2	U: 5	D:24	SD:15
II-62.	Metropolitan city boards of education should have limited or no responsibility for the vocational education and training of out of school youth and adults where such programs must be conducted when school is not normally in session.	SA: 0	A: 0	U: 5	D:20	SD:22
II-63.	The budgets of metropolitan city school systems provide a disproportionate amount of money for academic preparation as against vocational education. . . .	SA: 8	A:19	U:10	D: 6	SD: 4
II-64	Lay and non-professional advisory committees to vocational education and training are too critical of public education and instead of helping plan functions actually prevent or hinder progress.	SA: 2	A: 5	U; 9	D:26	SD: 5

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
II-65.	Annual and long range planning for vocational education and training at the secondary level is a farce because youth at that age don't know what career they want to follow as an adult.	SA: 0	A: 1	U: 2	D:26	SD:18
II-66.	Annual and long range planning for vocational education and training should include a plan for the overall education of the entire professional staff and the student body concerning the aims, objectives and philosophy of vocational education.	SA:20	A:27	U: 0	D: 0	SD: 0
II-67	Annual and long range planning for vocational education and training is stricly an educational matter and as such should be accomplished by educators.	SA: 3	A: 2	U: 0	D:25	SD:16
II-68.	Metropolitan city boards of education members are very conversant with the aims, objectives and philosophy of vocational education. .	SA: 1	A: 3	U: 5	D:32	SD: 6

APPENDIX L

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Sponsored And Coordinated By The Division Of Vocational Education
College of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

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Institute #II — Institute Evaluation Form #II: Summary

Name: SUMMARY SHEET. Total responses are to the right of each category.

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels.	(SA)	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this Institute were clear to me. .	SA:4	A:19	U: 3	D: 9	SD: 0
2. The objectives of this Institute were not realistic.	SA: 0	A: 3	U: 7	D:22	SD: 3
3. Specific objectives made it easy to work efficiently. .	SA: 1	A:16	U: 6	D:11	SD: 1
4. The participants accepted the objectives of this Institute.	SA: 2	A:26	U: 5	D: 1	SD: 1
5. The objectives of this Institute were not the same as my objectives.	SA: 1	A:13	U: 3	D:16	SD: 2

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
6.	I did not learn anything new. .	SA: 1	A: 1	U: 3	D:17	SD:13
7.	The material presented was valuable to me.	SA: 7	A:22	U: 3	D: 3	SD: 0
8.	I could have experienced as much by reading a book. . . .	SA: 0	A: 1	U: 4	D:20	SD:10
9.	Possible solutions to my problems were considered. . .	SA: 3	A:19	U; 6	D: 5	SD: 1
10.	The information presented was too elementary.	SA: 1	A: 3	U: 4	D:23	SD: 4
11.	The speakers really knew their subject.	SA: 6	A:22	U; 7	D: 0	SD: 0
12.	The discussion leaders were well prepared.	SA: 5	A:19	U: 9	D: 2	SD: 0
13.	I was stimulated to think about the topics presented. .	SA: 6	A:22	U: 3	D: 4	SD: 0
14.	New professional associations were made which will help. . .	SA:11	A:19	U: 3	D: 1	SD: 0
15.	We worked together well as a group.	SA:14	A:19	U: 2	D: 0	SD: 0
16.	We did not relate theory to practice.	SA: 0	A: 2	U: 3	D:23	SD: 7
17.	The sessions followed a logical pattern.	SA: 1	A:23	U: 8	D: 3	SD: 0
18.	The schedule was too in-flexible.	SA: 1	A: 4	U: 2	D:24	SD: 4
19.	The group discussions were excellent.	SA: 6	A:23	U: 1	D: 3	SD: 1
20.	There was very little time for informal dialogue.	SA: 2	A: 4	U: 1	D:27	SD: 1
21.	I did not have an opportunity to express my ideas. . . .	SA: 0	A: 1	U: 0	D:18	SD:16
22.	I really felt a part of this group.	SA:11	A:22	U: 1	D: 1	SD: 0
23.	My time was well spent. . .	SA: 8	A:20	U: 2	D: 4	SD: 0

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
24.	The Institute met my expectations.	SA: 4	A:18	U: 5	D: 8	SD: 0
25.	The reference materials that were provided were very helpful	SA: 9	A:18	U: 6	D: 2	SD: 0
26.	Too much time was devoted to trivial matters.	SA: 2	A: 5	U: 7	D:18	SD: 3
27.	The information presented was too advanced.	SA: 0	A: 0	U: 2	D:26	SD: 7
28.	The content presented was applicable to the important problems in this area. . .	SA: 6	A:21	U: 4	D: 4	SD: 0
29.	Institutes such as this should be offered again in future years.	SA: 8	A:20	U: 4	D: 2	SD: 1
30.	Institutes such as this will constribute greatly to stimulating interest in improving vocational education in the metropolitan areas.	SA:10	A:17	U: 2	D: 4	SD: 1

31. As a result of your participation in this institute, what plans have you formulated which you may present through appropriate channels for consideration and action in your community either now or the immediate future? Outline briefly the key points.

Consensus:

Participants will encourage more long-range planning and will develop plans more carefully, especially for handicapped students. They developed a more positive attitude toward involving the community in the planning process.

32. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them? What types of information can the consultants or participants contribute that would be helpful to your work?

Consensus:

Twenty-eight answers were affirmative. Plans were made for intervisitation and exchange of materials.

33. In your opinion, what were the major strengths of this institute?

Consensus:

The institute was an excellent forum for the exchange of ideas and experiences. Lively discussions resulted in concrete recommendations for reduction of difficulty in planning vocational programs. The discussion leaders were well-prepared.

The unstructured approach encourage creativity.

34. In your opinion, what were the major weaknesses of this institute?

Consensus:

The pace was somewhat rapid, with too much to do in too short a time; time should have been provided for tours and contemplative consideration.
Understanding of the objectives was limited prior to arrival; the program should have been distributed earlier.
Some though more structure was needed; there should have been clearer direction at the outset.
The geographic distribution of participants was limited.

35. If you were to conduct and institute similar to this one, what would you do differently from what was done in this institute?

Consensus:

Somewhat in favor of more structure and slower pace, with distribution of plans and materials before arrival.

36. Additional comments about institute.

The large proportion felt the institute was well organized and conducted. They welcomed the stimulating discussions and the open interchange of ideas and suggestions for the solutions to common problems.

37. If you had to do over again would you apply for this institute which you have just completed? Yes 23 No 4 Uncertain 5

38. If an institute such as this is held again would you recommend to your peers that they attend? Yes 27 No 3 Uncertain 3

APPENDIX M

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Name: Institute II Institute Evaluation Form #III: Six-Month Review

School District or Institution_____ State_____

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels.	(SA)	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1.	The objectives of this Institute were clear to me . .	SA	A	U	D	SD
2.	The objectives of this Institute were not the same as my objectives.	SA	A	U	D	SD
3.	I could have experienced as much by reading a book. . .	SA	A	U	D	SD
4.	Possible solutions to my problems were considered. .	SA	A	U	D	SD
5.	I was stimulated to think about the topics presented.	SA	A	U	D	SD
6.	We did not relate theory to practice.	SA	A	U	D	SD
7.	The group discussions were excellent.	SA	A	U	D	SD
8.	There was very little time for informal dialogue	SA	A	U	D	SD

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
9.	I really felt a part of this group.	SA	A	U	D	SD
10.	My time was well spent. . .	SA	A	U	D	SD
11.	The Institute met my expectations.	SA	A	U	D	SD
12.	The reference materials that were provided were very helpful.	SA	A	U	D	SD
13.	Too much time was devoted to trivial matters.	SA	A	U	D	SD
14.	Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas.	SA	A	U	D	SD

15. As a result of your participation in this institute, what plans have you formulated which you may present through appropriate channels for consideration and action in your community either now or the immediate future?
Outline briefly the key points.

16. As a result of your participation in this institute, how has your approach to long range planning for vocational education been modified in the past six months?

17. What other modifications in your approach do you anticipate in the next year?

18. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them? What types of information can the consultants or participants contribute that would be helpful to your work.

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE WITHIN THE NEXT WEEK TO

Dr. Seelig Lester, Director, Institute II
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110 Livingston Street
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APPENDIX N

INSTITUTE II: ANNUAL AND LONG-RANGE PLANNING
April 6, 7, 8, 1970

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